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ABSTRACT

Six major concepts form the framework for this third grade nutrition education curriculum: (1) Food is essential for all living things (identifying basic food groups, classifying processed foods into basic food groups, and identifying food varieties produced locally); (2) Nutrition is the food you eat and how the body uses it (recognizing how food choices are related to a healthy body and the characteristics of a healthy person, and understanding how food eaten is related to growth); (3) Food is made up of different nutrients needed for health and growth (recognizing personal eating habits and identifying nutritious foods and snacks); (4) All persons throughout life need the same nutrients, but in different amounts (realizing that serving sizes vary according to individual needs); (5) Food production and sanitation affect food quality (understanding how food is marketed and the importance of cleanliness in handling food); and (6) Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically (recognizing the need for good manners and behavior at home and in the school cafeteria). Class activities are outlined for each concept, accompanied by illustrations and suggestions for teacher resources. Supplementary materials are provided. (JD)

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SP 025 298

NUTRITION EDUCATION CURRICULUM

ARKANSAS DEPARTMENT OF EDUCATION

ARKANSAS
DEPARTMENT OF EDUCATION

THIRD GRADE CURRICULUM

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1983

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ARKANSAS NUTRITION EDUCATION AND TRAINING PROGRAM

OVERVIEW

Legislative Origin and Program Implementation

November 10, 1977, Public Law 95-166 was passed amending the Child Nutrition Act of 1966 authorizing the Secretary of Agriculture to provide funds for development and implementation of comprehensive nutrition information and education in public schools, private non-profit schools, and child care institutions.

Paragraph (c) of Section 19 defines the term "nutrition information and education program" as a multidisciplinary program by which scientifically valid information about foods and nutrients is imparted in a manner that individuals receiving such information will understand the principles of nutrition and seek to maximize their well-being through food consumption practices. Nutrition education programs under the amended law are to include, but not be limited to, instruction of students, education staff, foodservice personnel, and parents (target groups), utilizing fully the school lunch and child nutrition programs as "learning laboratories". Two underlying objectives of the amendment are as follows:

(1) Increase participation in Child Nutrition Programs.

(2) Reduce plate waste in the food service operation.

Program implementation under the law utilizes the school cafeteria as a "learning laboratory" tying together what the child is learning about nutrition with what he is doing in the cafeteria and require team effort of the educational staff and Food Service staff. If menus served correlate with classroom learning experiences, it will require close cooperation and planning of both components, i.e., teachers and foodservice personnel.

INTRODUCTION

The curriculum guide for elementary children in Schools of Arkansas is designed to assist teachers to facilitate nutrition education activities within the existing subject areas of instruction. Nutrition Education and Training for the teachers is desirable. However, the curriculum units have been designed for easy interpretation and utilization for individuals with or without previous training.

The framework of the guide is derived from six major concepts. Within the individual concepts, there are expected outcomes to be achieved by students. The access for achievement is through the guidelines of this curriculum. Guidelines are a "road map" to assist educational personnel in arriving at a specific destination. The classroom teacher may change, expand, and adapt these guidelines according to the levels of their students.

The Ashdown Title IV-C Nutrition Project serves as the core curriculum with supplemental materials adopted from Arkansas Developer Schools.

PREFACE

These materials have been prepared to provide Administrators, Educational Staff and Food Service Personnel of Child Care Institutions with ideas, suggestions and techniques of implementing nutrition education into established subject areas for a "total school nutrition program" as intended in P.L. 95-166.

Nutrition Education is a "multidisciplinary" area in the total educational process and should be an integral part of the whole curriculum forming an essential base for the most important asset every child possesses....the potential of developing to the fullest.

Instructional methods and materials should relate subject matter content to the Food Service Programs in which the school lunch facility is employed as a learning laboratory, to stimulate the learning processes of children relative to their ability to understand their nutritional needs.

Just as good nutrition is the foundation of good health, the total food intake a child furnishes to his body is an essential part of his mental, physical, and emotional alertness. Learning what to eat and why, learning to make wise food selections, and applying this knowledge to everyday life must be taught! Nutrition advocates, (Food Service Directors and staff, teachers, administrators and parents), who practice good nutrition must realize that what they do is more important than what they say in teaching young children about food. School feeding programs provide actual participation where the concepts of good nutrition can be experienced. The effectiveness of a nutrition education program is dependent upon those individuals participating in the child's education. Educators must possess basic, usable knowledge, secure enough to critically read nutrition materials and master the techniques and tools to motivate children toward better nutrition as a way of life.

ARKANSAS NUTRITION EDUCATION PROGRAM
Curriculum Guide
for
Elementary Grades One, Two and Three

Concept I: Food is essential for all living things.

Level A: Identify basic food groups. Classify foods in natural form in basic food groups.

Level B: Identify and define processed foods. Classify processed foods into basic food groups.

Level C: Identify food varieties produced in local area and classify by food group.

Concept II: Nutrition is the food you eat and how the body uses it.

Level A: Recognize that food choices are related to a healthy body.

Level B: Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Level C: Understand that the food eaten is related to growth both in children and animals.

Concept III: Food is made up of different nutrients needed for health and growth.

Level A: Identify the basic food groups. Classify foods into the food groups.

Level B: Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Level C: Identify nutritious food and snacks.

Concept IV: All persons throughout life need the same nutrients, but in different amounts.

Level A: Recognize that all family members can plan meals using the basic food groups.

Level B: Realize that serving size differs for family members.

Level C: Realize that serving size is affected by age, sex, health status.

Concept V: Food production and sanitation affects food quality.

Level A: Realize how food is marketed.

Level B: Identify food in various forms. Understand simple steps in processing and transporting cost.

Level C: Recognize that clean food is necessary for safety. Be aware of peer pressure on selecting a place to eat.

Concept VI: Eating is a behavioral activity which affect individuals socially, emotionally, and physiologically.

Level A: Recognize manners appropriate for home and school. Practice table manners, good food habits, and good citizenship.

Level B: Contribute to the appearance of the school cafeteria.

Level C: Make food choices from a menu. Make suggestions on where family can eat away from home. Be aware of peer pressure in selecting a place to eat.

CONCEPT I

FOOD IS ESSENTIAL FOR ALL LIVING THINGS

Concept I	Food is essential for all living things.
Sub-Concept A	Identify basic food groups. Classify foods in natural form in basic food groups.
Learner Outcome	Students learn that foods contain nutrients that the body needs for growth, maintenance and repair.
Behavioral Objective	Given a variety of foods and the information that food can be classified into the Food Groups, the student will be able to place foods into their appropriate groups.
Measurement	Ask the student to classify food pictures into the Food Groups: (milk, meat, fruits and vegetables and breads and cereals).

Learning Activities	Teachers Resources
1. Use "Nutrition City," by Teresa Whitely. Introduce and explain to your students about the nutrients. Make a bulletin board using nutrient characters from story. Duplicate "Nutrition City" for students to follow the story and to color.	1. Volume III p. 82-98, "Individualizing Nutrition Education Through Learning Packages and Low-Level Reading Materials." University of Arkansas, Area of Home Economics Education.
2. Discuss each of the nutrients, where we get it, and what it does for our body.	2. Volume III, p. 82-98, "Nutrition City," University of Arkansas.
3. Use "Nutrients on Parade;" by Sue Scales to further explain the functions of nutrients. Duplicate this as booklet for students to follow the study.	3. Volume III, p. 99-105, "Nutrients on Parade," University of Arkansas.
4. Let students put on a nutrition program for the school. Let students make puppets and food models as art activities during class.	4. "Talking Foods," "The Basic 4 Family Nutrition Puppet Show," Let's Teach Nutrition. NET - Arkansas.
5. Have a tasting party for each nutrient discussed: Ex. Vitamin A - Carrots; Vitamin C - Orange; Calcium - Cheese.	5. Food as needed for activities.

Concept I — Food is essential for all living things.

Sub-Concept A — Identify basic food groups. Classify foods in natural form.

Learning Activities	Teachers Resources
6. Have children put food sources of each nutrient next to the character using food models.	6. Bulletin Board Food Models National Dairy Council
7. Show students poster - "Every Day Eat the 3-2-4-4 Way." Discuss the nutrients from each group. Use activities 3A, 3B, 4B and 5, Unit One from Food ... Your Choice.	7. "Every Day Eat the 3-2-4-4 Way" Food ... Your Choice Level 2 National Dairy Council
8. There are six basic nutrients needed by the body. Do activities 7-11 of McDonald's Nutrition Action Pack. Activities cover all six. There is a teacher's guide to follow.	8. Nutrition Action Pack McDonald's Corp.
9. Have students do activity 8 from Energize at Sunrise.	9. Energize at Sunrise Kellogg Company
10. Games, puzzles and puppets for students to do in class or take home from Cling Peach.	10. "Century III" "Fiftieth State" "Immigrant Special" "Industrial Revolution" Cling Peach Advisory Council.
11. "Nutrition Coloring Pages" from University of Kentucky. Let students color booklet and display in cafeteria.	11. "Nutrition Coloring Pages" University of Kentucky College of Agriculture.
12. Have students write a story about what nutrients mean to them. Share with class.	12. Class
13. Read pp. 112-115 in basic textbook: Your Health and You.	13. Laidlaw, Your Health and You, 1974.
14. Have children play the fishing game with National Dairy Council Food Models.	14. Food Models, National Dairy Council

Student's Name _____

Write a Short Story about Nutrients.....

WHAT NUTRIENTS MEAN TO ME

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

What is your favorite nutrient? _____

Why? _____

_____

Concept I	Food is essential for all living things.
Sub-Concept B	Identify and define processed foods. Classify processed foods into basic food groups.
Learner Outcome	Students learn definition of "processed" foods and can show how he/she can distinguish between processed, fresh, and frozen foods.
Behavioral Objective	Students understand the reasoning why certain foods are "processed".
Measurement	Ask the student to classify food pictures into the food groups: Processed and natural foods both will be represented. Example: milk, meat, fruits and vegetables, bread and cereal. Pictures of the following foods might be presented: rice, orange juice, eggs, muffin, beans, ham, cheese, tomato, milk, ice cream, fish, corn on the cob, white bread, raisins, chicken, peanut butter, and green beans.

Learning Activities	Teachers Resources
1. Clip the cafeteria menu from newspaper or acquire a copy in advance from Food Service Director. Talk about the food groups and classify each item in the meal.	1. Food Service Director
2. Have children bring cartons and labels from home of processed food. Set up a supermarket area in classroom so students can study items and then conduct class discussions. (Food Service workers can collect labels and cartons also.)	2. Food Service Personnel.
3. Have students write definition of "processed" foods.	

Student's Name _____

Clip this weeks cafeteria menu (from newspaper or cafeteria menu sheet) to this page and then below write the foods in the right food groups.

BREAD/CEREAL GROUP	MEAT/MEAT ALTERNATE GROUP
FRUIT/VEGETABLE GROUP	MILK GROUP

Student's Name _____

Webster's New Collegiate Dictionary defines "process" as adj. 1. treated or made by a special process especially when involving synthesis or artificial modification.

In your own words how would you define "processed" foods. _____

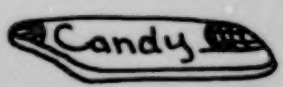
_____

_____

_____

_____

Circle the foods drawn below that are "processed foods". Put a "X" on the foods that are non-processed foods. Then write the names of the processed foods in the blanks provided below.



1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Concept I	Food is essential for all living things.
Sub-Concept C	Identify food varieties produced in local area and classify by food group.
Learner Outcome	Student learns varieties produced in his/her area and can classify each according to food group.
Behavioral Objective	Student realizes that food items produced in his/her area contributes to the economics in that area.
Measurement	From a map of the general area, students can label where varieties grown in his/her area belong.

Learning Activities	Teachers Resources
1. Have students make a bulletin board of their county. Discuss food grown in that area and obtain pictures to label the map with.	
2. From pictures on bulletin board have students classify food by basic food groups.	
3. Obtain samples of food varieties produced in the area and have a food tasting experience.	

GREAT STATE OF ARKANSAS

Which county do you live in? _____

Color in your county.

Name three foods your county produces.

_____ _____

_____ _____

I - 11

BEST COPY AVAILABLE

CONCEPT II

NUTRITION IS THE FOOD YOU EAT AND HOW THE BODY USES IT

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept A	Recognize that food choices are related to a healthy body.
Learner Outcome	Children learn that good food habits acquired during early childhood will help them achieve healthy, strong bodies when they are teenagers or adults.
Behavioral Objective	Student realizes that health status is affected by one's customary food choices.
Measurement	ASK: What makes baby animals grow? Will they grow to be almost the size of their parents? How do we grow? Does the food we eat change into us? What kinds of food do we need to grow and be healthy? After comparing his weight and height at birth with his present weight and height, have the student state in his own words the relationship between food and growth. NOTE: Bring bathroom scales.

Learning Activities	Teachers Resources
1. Read pp. 106-111 in basic text book: Your Health and You: Laidlaw 1974. This is good information on food choices related to the body's growth, energy and repair. Children define the term food. Food is the basis of life. It is the source of health and well-being, gives you the energy you need for every day living, affects your weight and height and even your strength to a great extent. In other words, everything in life begins with food and there is much to the saying, "You are what you eat." Food contains protein, carbohydrates, fats, vitamins, minerals and water. All of these are nutrients: That is, they nourish the body.	1. Laidlaw, Your Health and You, 1974

Concept II — Nutrition is the food you eat and how the body uses it.

Sub-Concept A — Recognize that food choices are related to a healthy body.

Learning Activities	Teachers Resources
2. Read aloud: Food Is More Than Just Something To Eat, from the U.S. Department of Agriculture Home and Garden Bulletin No. 216.	2. Food Is More Than Just Something To Eat, U.S. Dept. of Agriculture Home and Garden Bulletin No. 216.
3. Show the film strip: Nutrition: You and Your Food. This is a good source of information.	
4. NOTE: The following information was adapted from Early Years Magazine, November, 1976. NOTE: Teach the definition of calorie -- a measurement of heat. It is the amount of heat required to raise one gram of water one degree Celsuis scale. The teacher needs to explain to the class that many people don't know about the basic food groups, that is, they don't know how many servings they need from each one daily. They may eat too many servings from one or more and not enough of other groups. They may eat too many "extra" foods, and spoil the shape of their bodies. One of the country's greatest health problems is over-weight or obseity problems. The key concept to weight control is balance. Each day, the body requires a careful balance of each of the food groups (meat, milk, fruit/vegetable, and bread/cereal). Lopsided meal planning and snacking upsets the balance and can result in poor health and excess pounds.	4. Old magazine pictures of foods.

Learning Activities	Teachers Resources

5. This is a week's lesson plan. One day's activities need to be spent on each food category -- GO, GROW, GLOW. Explanations need to be given and pictures collected each day.

   GROW FOODS -- Some foods supply protein, which is vital to growth, muscle building and tissue repair. Included are meat, poultry, fish and eggs. Two or more daily servings of these foods are recommended. Although most high protein foods provide vitamins and calcium, milk and cheese are especially good sources. Children should drink from two to four cups of milk each day.

   GLOW FOODS -- An important role of fruits and vegetables is to provide the vitamins and minerals essential to good health and growth. They also make for rosy cheeks and bright eyes, if that's any help to you. Four or more servings each day will supply a child with all the glow he needs.

   GO FOODS -- These foods, which include breads, cereals, and pastas (macaroni and spaghetti), are our best sources of energy and that get up and go feeling. Children on the go need four or more servings each day.

Learning Activities	Teachers Resources

On the last day, used the following activities:

6. Get out your old magazine collection. Clipping food advertisements is a great way to begin class collages -- one for each group. Set aside some of the magazine pictures for mounting on index cards. Accumulate them for use as a permanent classification game for your classroom. You can ask the children to arrange them into balanced meals or sort them according to the food group to which they belong.

7. Publish a classroom cookbook called GROW, GLOW, AND GO. Make sure the recipes are all in the food groups related to the lesson.

8. The class will enter a discussion period reviewing knowledge gained about balanced meals. The 3-4-4-2 servings formula needs to be discussed and re-explained. (It is contained in the balanced meals lessons.) This should be done on the chalkboard. When this review is finished, the teacher should give a written definition of the word, "habit". Have the children discuss the "habits" which they have. Explain good habits and bad habits. Turn the discussion into one on food habits. Ask questions about foods which they eat a great deal at home, etc. Discuss the fact that we develop food habits in which we like to have the same

Learning Activities	Teachers Resources
meals and snacks all the time. Discuss forming new food habits using the formula. Explain to the class that they will taste something today which may be added to their food habits if they wish.	
9. The children will discuss seafoods. If possible, pictures may be shown to identify some more unfamiliar seafoods. The class might read from reference books before or after tasting shrimp. The helpers will prepare the frozen shrimp. Each child should have one to taste plain and one with tarter sauce. A discussion of likes and dislikes may take place after tasting.	9. Seafood pictures, reference books, frozen breaded shrimp, tartar sauce, skillet, turner or fork, paper plates, and napkins.
10. Children may write letters to parents asking that shrimp be included in their "food habits" at home. They could describe the taste and preparation.	
11. Children may identify other foods which they would like to eat at home. A list may be compiled by the entire class and duplicated and sent home.	
12. Groups of children may write a story entitled, "My Food Habits", describing food habits at home.	
13. Have children make a poster showing the serving formula. Under each number of servings, draw or add magazine pictures of foods from that group. Work at showing variety.	

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept A	Recognize that food choices are related to a healthy body.

Learning Activities	Teachers Resources
14. Discuss the following with the class: 1. "Grow" foods are the milk and meat foods. 2. "Glow" foods are the fruit/ vegetable foods. 3. "Go" foods are the bread/ cereal foods. 4. You "grow" with protein and minerals. 5. You "glow" with vitamins A, B, B_2, B_{12}, C and others. 6. You "go" with carbohydrates and fats. 7. You need 3 milk, 4 fruit and vegetable, 4 bread and cereal and 2 meat servings a day. 8. Food habits are formed. You like to eat the same foods over. 15. Make yourself a deal -- Try a new food each week and add each one to your food habit.	14. Grow, glow and go poster from Campbell's Soup Material.
Supplementary Activity:	
16. Make a list of all new foods you try for the next two weeks.	
17. Keep a "meat list" of all the meats you eat this week.	
18. Add 3 new words to spelling lists: serving, healthier, balance.	

Concept II — Nutrition is the food you eat and how the body uses it.

Sub-Concept A — Recognize that food choices are related to a healthy body.

Learning Activities	Teachers Resources
19. Discuss with children the following concepts: 1. In order to have healthy bodies we must: - Eat balanced meals - Snack wisely - Get plenty of sleep - Get exercise Any of these things, when neglected, can keep us from being healthy. All are necessary to grow up strong. Discuss the following things which can result from neglect: 1. Obesity 2. Too skinny 3. Tired bodies 4. Anemia 5. Weak Muscles 6. Hyperactivity	19. Posters from Trend: Health Hints (See Tasting)
20. Have each child list one food he would like to taste. Vote on these selections. Taste the one the class chooses.	
<u>Supplementary Activity</u>:	
21. Keep a health diary for yourself. List your foods for a week; your hours slept; hours playing and exercising. Do you believe you are a healthy "kid"?	
22. Make a poster at home on "Needs for Health." Have a poster contest in the room.	
23. Write a poem about "The Healthy Me".	

GO FOODS

These foods, which include breads, cereals, and pastas (Macaroni and spaghetti), are our best sources of energy and that get up and go feeling. Children on the go need four or more servings each day.

Draw Six GO Foods

GLOW FOODS

An important role of fruits and vegetables is to provide the vitamins and minerals essential to good health and growth. They also make for rosy cheeks and bright eyes, if that's any help to you. Four or more servings each day will supply a child with all the glow he needs.

Draw Six GLOW Foods

GROW FOODS

Some foods supply protein, which is vital to growth, muscle building and tissue repair. Included are meat, poultry, fish and eggs. Two or more daily servings of these foods are recommended. Although most high protein foods provide vitamins and calcium, milk and cheese are especially good sources. Children should drink from two to four cups of milk each day.

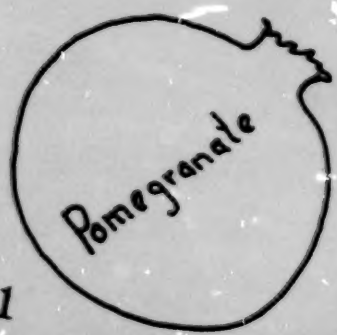
Draw SIX GROW Foods

LETTER HOME

DEAR _____,

In our classroom we have been discussing new foods. Each of us has made a deal to try a new food each week and add each one to our list of food likes. Please help me in keeping a record of all the new foods we will have this month.

Your Child, _____



Student's Name _____

Write a poem entitled:

"THE HEALTHY ME"

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.
Learner Outcome	1) Students will gain awareness of good health habits they should acquire. 2) Students will learn that to have a healthy body they must get adequate rest and exercise. 3) Students learn the importance of dental care and food influence on dental health.
Behavioral Objective	Students adopt good health habit (including proper diet, rest, exercise, and dental hygiene).
Measurement	From a list of good and bad health habits, students choose the health habits he has. (Check to see if they are habits that lead to good health.)

Learning Activities	Teachers Resources
1. Read and discuss material in the textbook. Caring About Your Health; Making Good Health Choices; Taking Care of Your Body. Have students answer questions in text.	1. Text: YOUR HEALTH AND YOU pp. 11-14 and 119-120 Laidlaw Bros. Publisher
2. Have students do "The Adventures of Healthman" Unit.	2. "The Adventures of Healthman" American Cancer Society
3. Have students do "My Wonderful Body Machine" Unit.	3. "My Wonderful Body Machine" American Cancer Society
4. Discuss importance of proper sanitation procedures to keep bacteria off food. (Wash hands, keep hands away from face, clean pans and utensil...) Practice these procedures during cooking activities in class.	
5. Have students do activity sheets 2, 3, 23, and 24 from Health and Fun.	5. Health and Fun ESP, Inc.

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Learning Activities	Teachers Resources
6. Show filmstrips - "Being Healthy Series" (4 filmstrips)	6. Being Healthy Series Eye Gate Media
7. Show and discuss study prints Numbers 1, 2, 5, 10, and 11.	7. "What We Do Day by Day" Study prints National Dairy Council
8. Discuss with your students what exercise is. What games do you play for exercise? Active play helps children to have strong muscles, coordination, and getting along with others. Look and talk about study print 8.	8. Study Print 8 "What We Do Day By Day" National Dairy Council
9. Have students cut out a picture of children at play. Let them write a story about the picture and share their stories with the class.	9. Magazines
10. Discuss various kinds of exercise for indoors and outdoors. Do activities 15 and 16 from Health and Fun.	10. Health and Fun ESP, Inc.
11. Talk about importance of fresh air and sunshine vs watching TV. Do activity 19 from Health and Fun.	11. Health and Fun ESP, Inc.
12. Talk with your students about the importance of getting enough sleep so their bodies will grow. Sleep is necessary to physical and mental health. During sleep the body builds and repairs tissues important for normal body functioning, activity and growth. Use Study Print #12 to guide discussions.	12. Study Print #12 "What We Do Day By Day" National Dairy Council

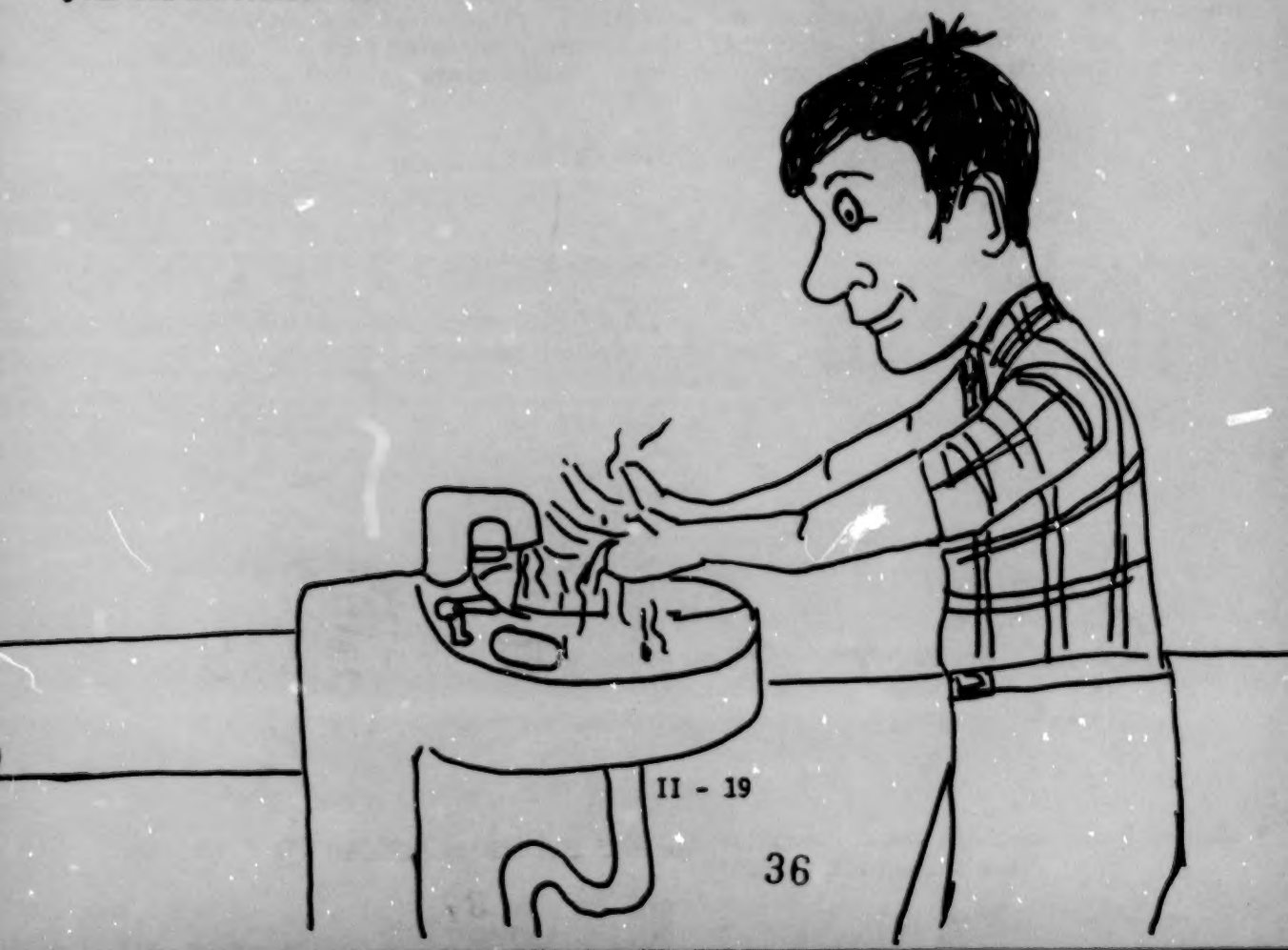
Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Learning Activities	Teachers Resources
13. Tell students rhyme: Early to Bed, Early to Rise, Makes a man healthy, wealthy, and wise. Discuss. Have students do activities 13 and 14 from Health and Fun.	13. Health and Fun ESP, Inc.
14. Read from text p. 14, 182-183. Then show filmstrip - "Exercise and Rest."	14. Your Health and You Laidlaw Bros. Pub. Being Healthy Series, Eye Gate Media.
15. Use materials from American Dental Association to supplement lessons on dental health. Various pamphlets should be used.	15. "TattleTooth" Lesson 6 American Dental Association
16. Show filmstrip - "Toothtown U.S.A."; place special emphasis on unit two. Teacher guide is included.	16. "Toothtown U.S.A." National Dairy Council.
17. Have students do activity 1 from Health and Fun.	17. Health and Fun ESP, Inc.
18. Show filmstrip - "Teeth - A New Look"	18. "Teeth - A New Look" United Learning

HANDWASHING TECHNIQUE

1. Wet hands and lower arm with hot to warm water
2. Lather hands and arms using hand soap
3. Rinse hands and arm with clean water
4. Take fingernail brush and clean nails throughly
5. Rinse hands with clean water
6. Lather hands and arms again
7. Rinse hands and arms throughly
8. Dry with a clean disposable towel

Hand-washing is necessary not only before starting work and after visiting the toilet, but also at any other time when the hands have become soiled or contaminated. It must be recognised that hands often become soiled in the performance of routine duties in and about the establishment. The use of pencils, crayons, and pens make the hands dirty. So before eating, before food experiences and other times of the day be sure your hands are clean for your safety as well as your friends.....



LETTER HOME

Dear _____,

In class we have been discussing characteristics of a healthy body. Part of our classwork deals with dental health. Here is a brief explanation about the " PLAQUE ATTACK".

THE PLAQUE ATTACK*

Eating excessive amounts of carbohydrates, especially sugar, is an invitation to dental disease.

The DECAY PROCESS begins with colonies of bacterial (called dental plaque) that stick to your teeth. When you eat, the bacteria break down your food and change the sugar to acid. The sticky bacterial plaque then holds the acid to the tooth surface, allowing it to attack the enamel on your teeth.

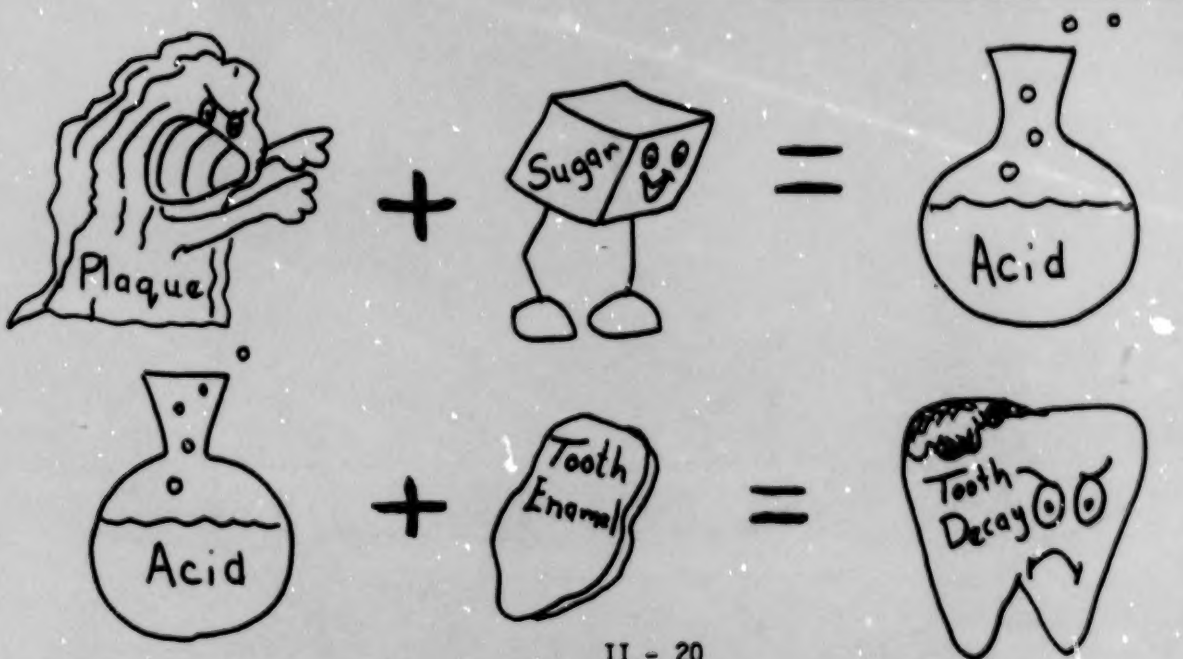
Whether or not this will destroy the enamel depends on:

1. The Hardness of your tooth enamel,
2. The strength of the acids and
3. The length of time the acids are on your teeth.

The greatest damage is done within the first twenty minutes after eating sweet foods. After repeated acid attacks, the enamel is broken down. Once this happens the bacteria gain access to the body of the tooth and cavities result.

Thus, a cavity is not just a hole in your tooth. It is a bacterial infection. To control the spread of the infection, your dentist must clean out the decayed area and fill the cavity. To prevent the decay from reoccurring, you must control the plaque with diet and proper oral hygiene.

YOUR CHILD,_____



* Adapted From: American Dental Association, Diet and Dental Health. 211 E. Chicago Ave., Chicago, Il. 60611.

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept C	Understand that the food eaten is related to growth both in chidren and animals.
Learner Outcome	Students learn that the foods we eat and our growth is related -- for all animals. Student recognize which foods are best for growth and repair.
Behavioral Objective	Student understands that food is essential for growth.
Measurement	Students write a short paragraph on what children and animals need to grow. (Check the papers to see if concept was learned and understood.

Learning Activities	Teachers Resources
1. Have your students read Chapters 3 and 6 in Your Health and You.	1. Laidlaw, Your Health and You
2. In preparation for comparing their current size with their birth size, have the students bring birth weight and health data from home. Also have them record their current height and weight on my "Growth and Weight Record:" and if these are not available the children can make their own cards. Ask children to bring their baby pictures. Have them compare changes in their size and appearance. Ask: What helps children grow? Does the food we eat change into us? What kinds of food do we need to grow and be healthy? How do we grow?	
3. Discuss the "We Like Milk" pictures of mother and baby animals. Ask the students these questions. will the baby animal grow? Will it grow to the mother's size? What helps it to grow? Does food play an important part in the growth of animals and children?	

Concept II — Nutrition is the food you eat and how the body uses it.

Sub-Concept C — Understand that the food eaten is related to growth both in chidren and animals.

Learning Activities	Teachers Resources
These pictures are kept on the shelf in the room. When studying this unit, they will be out on the activity table.	
4. Let students read and read aloud the book, I Can Read About My Own Body.	4. Eastman, David, I Can Read About My Own Body. Toll Associates, 1973

Student's Name _____

Write a story answering the folowing questions:

1. What helps children grow?
2. Does the food we eat change into us?
3. What kinds of food do we need to grow and be healthy?
4. How do we grow?

CONCEPT III

FOOD IS MADE UP OF DIFFERENT NUTRIENTS NEEDED FOR HEALTH AND GROWTH

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.
Learner Outcome	Students become aware that they need foods from the basic groups each day. Students learn the 6 nutrient classes
Behavioral Objective	Given an assortment of food, student applies his knowledge of the Four Food Groups and select well-balance meals and snacks.
Measurement	Students can divide food models into Food Groups. Students can list the 6 nutrient classes.

Learning Activities	Teachers Resources
1. The children will listen as the teacher reads the story of the professor. Each child will have a booklet to follow along. Each idea and concept should be discussed. The children may be asked to memorize two rhymes -- "If you're going to be smart, be clever or shrewd, Be sure to know there are basic groups of food". --(Page 6). The other rhyme is on the next to the last page, "To have healthy bodies for work, sleep or play, eat many good foods from Basic groups every day." These booklets may be used for as long as one week, discussing and coloring each day. They should be taken home to mother when finished.	1. Trend Food Group Posters or teacher made posters. Copies of "The Thing The Professor Forgot" for each child. These are available from USDA, number 1975-680-907.
2. There are no particular tasting experiences for the booklet, but any teacher might use a food from each group, or any other experience which could be beneficial to her class.	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into the food groups.

Learning Activities	Teachers Resources
3. Listening center tape: "The Thing The Professor Forgot". This is simply a reading of the booklet, which could be used by the teacher for slow readers to listen and follow along, or as an extra activity in the nutrition center. Extra copies of the booklet are enclosed in the listening center envelope. These should be used only for reading.	
4. Each child has one large carrot. Snip off the leaves. Start at the top and measure 3 inches down. Cut the carrot here. Hollow out the carrot to make a tiny bowl. Push 3 toothpicks half way into the carrot at even intervals. Don't go all the way through. Keep toothpicks 1/2 inch from the cut end. Cut the string into equal lengths. Tie the strings to the toothpicks. Knot the strings at the top. Stick colored toothpicks into the carrot here and there, but not too deeply. Hang in a sunny place and watch. Keep the bowl of your carrot filled with water. You can do this with turnips, beets and rutabagas.	4. One large carrot for each child, 3 toothpicks for each child. Three lengths of string 10 inches long for each child. Several colored toothpicks for each child.
5. Have the children write their own recipe for making a peanut butter and jelly sandwich. Allow several children to read their recipes. Discuss the food groups represented by a peanut butter and jelly sandwich. Ask the children how they can make a peanut butter	

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Learning Activities	Teachers Resources
sandwich and add another food from the fruit and vegetable group. Discuss how "extras" or "fun foods" are good when they are eaten wisely. Tell the children to wash and place clean paper on their desks for a tasting experience.	
6. Each child is given a slice of bread cut in half. One half is to be covered with peanut butter, the other half with applesauce. Ask the children how many food groups are represented. Ask what food group has been neglected. Serve each child 3 oz. of milk in plastic cups. (This is the size of cups for a dispenser for the bathroom or kitchen.) Ask if all groups are represented now.	6. Paper and pencils for each child, peanut butter, applesauce, bread, and milk for each child. Clean paper for desks.
7. Discuss with the class the need for milk. Read from encyclopedia (World Book): "Calcium is essential to all living things, especially human beings and animals. It is vital for the growth and maintenance of the bones, and teeth, and it also helps blood clot and muscles to contract. A diet that includes green vegetables, milk, and products supplies enough calcium for the human body's normal needs."	

Concept III	Food is made up of different nutrients needed for health and growth.
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Learning Activities	Teachers Resources
Explain the importance of blood clotting properly, and muscles contracting. Discuss how many children receive enough calcium each day. Talk about milk foods which can be substituted for fluid milk for the part of the daily intake.	
8. Children will be given an opportunity to taste 3-5 types of cheese. Discuss differences in tastes. Read ingredient labels and discuss.	8. A variety of cheese for tasting, labels from cheese for reading (See supplementary activities for other materials).
9. Look up the kinds of cheese in reference books. Write about, or discuss, the methods of preparation.	
10. Trace the milk from cow to table as an art project.	
11. Visit a dairy.	
12. Draw a cow with milk foods around it.	
13. Discuss cost of milk. Use food ads. Calculate how much it would cost.	
14. Write a story on "The Value of Milk".	
15. Class discussion should include the following concepts: Vegetables can be broken into several categories. We will discuss root vegetables, green, leafy vegetables, yellow and orange vege-	15. Food models of the fruit and vegetable group, worksheet on classification, extra worksheets, teacher's choice for tasting.

Concept III	Food is made up of different nutrients needed for health and growth.
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Learning Activities	Teachers Resources
tables, white vegetables. Fruits grow on trees, plants or vines. Name some samples. Assist children with work sheet by going over food models during discussion.	
16. Draw a big tree. Draw a line at the base across the width of paper. Put fruits on the tree, put plants on the line and add plant fruits, draw a vine and add vine fruits.	
17. Class discussion should answer the following questions with assistance of the teacher: a. How many servings of milk do third graders need each day? b. Does this have to be fluid milk? (Teach definition of "fluid") c. How much cheddar cheese is equal to 1 serving of milk? (Use your nutrition guide from U.S.D.A.) d. Why do we need this milk? e. How does it help our bodies? f. Do adults need milk? g. Why do adults need less than children? Using food models allow children to choose their favorite 4 servings per day.	17. Milk food models, display board, empty milk containers of every possible size, electric skillet, spoon, recipe for boiled custard, necessary ingredients, cups and spoons.
18. Make boiled custard using the electric skillet and your favorite recipe. Cool and taste.	

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Learning Activities	Teachers Resources
19. Write a story on "The Value of Milk".	
20. Write menus for a day; include 4 servings of milk.	
21. Make a poster: "Milk for Everyone -- Daily".	
22. Using milk cartons, do math problems: a. How many 8 oz. servings in a 1/2 pint, pint, quart, etc. b. How many 8 oz. servings for your family in a 1/2 gallon?	
23. Allow children to fill containers with water and measure into 8 oz. cup, if necessary. Work problems on cost of milk. Cost of 1/2 pint? How much for 3 children, etc.	23. See Supplemental Materials S-MA.
24. The teacher should explain and discuss with the group the following concepts: a. Foods in the bread/cereal group all come from plants. b. All of these foods are made from grain. c. Review the 4 major grains: corn, wheat, oats, and rice. d. Bread/Cereal foods gives us energy and vitamins. e. Bread and cereal foods are good for breakfast because we need energy in the morning. f. Grains can be refined into many forms. (Display meal and flour). Discuss the many foods made from these grains.	24. Food models of tortillas (corn and flour); some loose flour and corn meal, canned or frozen corn and flour tortillas, slow cooker, skillet, cooking oil, turner, paper towel, butter and knife.

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Learning Activities	Teachers Resources
25. Show the class flour and corn meal tortillas. Discuss differences. Allow helpers to cut the flour tortillas into small triangles. Deep fry until crisp, salt and taste. Using flour tortillas, butter each (1 per child) stack in a slow cooker and add 1 tablespoon of water. Allow to heat on low until later in the day. Roll up and taste. Discuss the fact that the cooking oil is made of corn - but is an extra food, because it is the "fat" of the corn.	
26. Make lists of flour products.	
27. Separate food models of the bread/ cereal group by grains.	
28. Research and identify at least ten different kinds of bread.	
29. Make art creations using grain products, i.e. mosiacs with cereals, colored rice pictures, etc.	
30. Players sit in a circle on the floor or around a table with food models in the center. (It would rest the children if you have them change from whatever place they have been sitting for the previous activity.) Each child is given a paper plate marked into four sections, or a sheet of 8-1/2x11 paper marked into four numbered squares. To	30. Paper plates (one per child in groups of 4-5 children) 1 die or a spinner with numbers for 1-6 food models separated by group.

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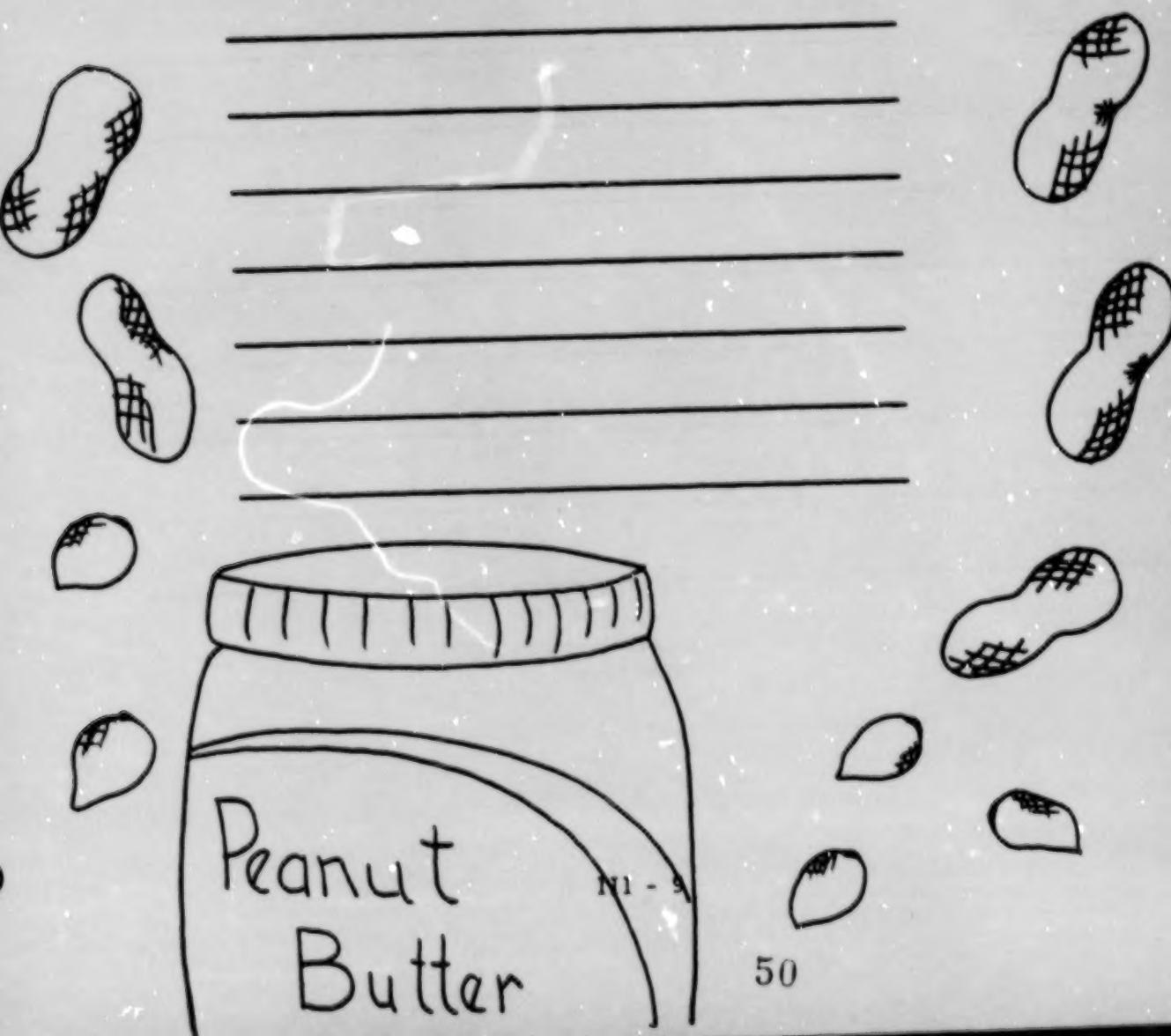
Learning Activities	Teachers Resources
determine what play can be made, use a dice or spinner borrowed from some other game you have on hand. Spinners should have numbers one through six. a. If the player gets a 1, he chooses from the pile a food from the milk group. b. If he gets a 2 he chooses a food from the meat group. c. For a 3, he chooses a fruit or vegetable. d. For a 4, he chooses a cereal or bread.	
31. Use the following run-offs with guide in the front of the book: Activity Master 1 Activity Master 3 Activity Master 4 Activity Master 7 Activity Master 11 Activity Master 12	31. McDonald's Nutrition Action Pack
32. During the last week, make tiny hamburgers in the room. Use rolls for buns. Use lettuce, tomato, and cheese. Explain that all groups are represented. Hamburgers are nutritious.	
33. Discuss transpariencies on "Food Group."	33. Transparency Book: Food and Your Health, Milliken Co.
34. Work ditto sheets on Food Groups and Nutrients.	34. Engergize at Sunrise - Kellogg's Co. (Duplicating Book)
35. Work sheet on "Six Kinds of Nutrients" pg. 8 Energize at Sunrise.	35. Nutrition - McDonald's Duplicating Book

Student's Name _____

Write a Recipe for Peanut Butter



Student's Name _____

The Value of Milk

Draw the animal that Most MILK comes from

Student's Name _____

Answer the following questions about milk. If you need help ask your teacher to help you.....

1. How many servings of milk do third graders need each day?_____

2. Does this have to be fluid milk?_____

3. How much cheddar cheese is equal to 1 serving of milk?_____

4. Why do we need milk? _____

_____

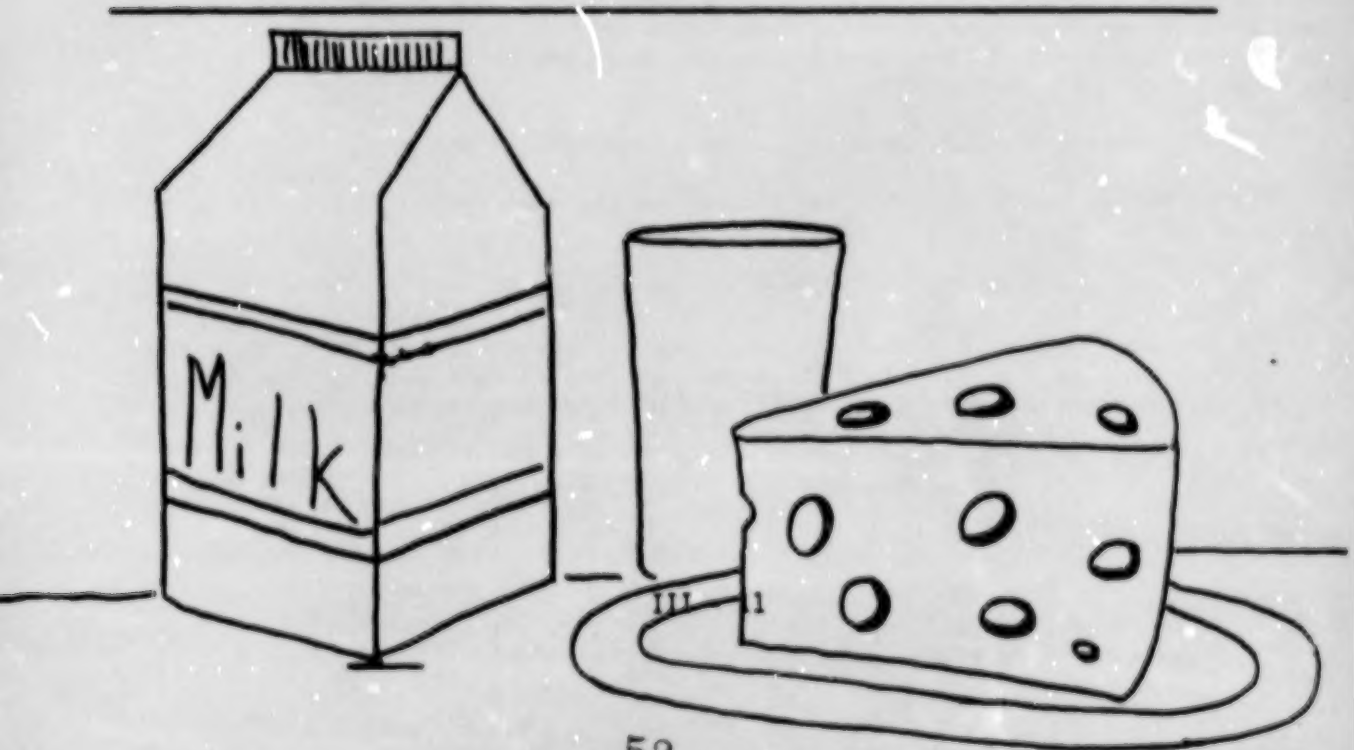
5. How does milk help our bodies?_____

_____

6. Do adults need milk? _____

7. Why do adults need less than children?_____

_____



Game to HELP Teach The Basic 4 Food Groups

Game Using the Food Models

"BASIC 4"

Players sit in a circle on the floor or around a table with the food models in the center. (It would rest the children if you have them change from whatever place they have been sitting for the previous activity.)

Each child is given a paper plate marked into four sections, or a sheet of 8½ x 11 paper marked into four numbered squares and labeled as shown. (Have these ready before the game starts.) See drawings below.

To determine what play can be made, use a dice or a spinner borrowed from some other game you have on hand. Spinners should have only numbers on through six. Each player has only one shake or spin each turn. Numbers can be used in any sequence.

If a player gets a one, he chooses from the pile a food from the milk group and puts it on his plate.

If a player gets a 2, he chooses a food from the meat group.

For a 3, he chooses a fruit or vegetable.

For a 4, he chooses a cereal or bread.

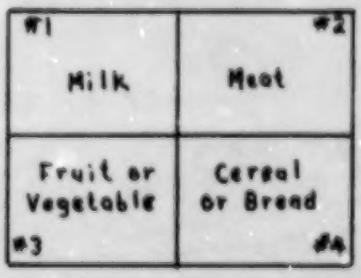
If the dice or spinner comes to 5, the player may choose something already on someone else's plate. However, he must say the other player's name and "Please may I have the _____ from your plate?" After receiving the food he must say "Thank-you." If he forgets to say "please" or "thank-you" he must return the food. If no other player has something he can use, he may select any food he wishes from the pile.

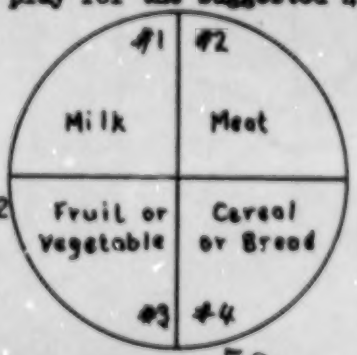
If the player gets a 6, he must return something from his own plate to the pile.

If he gets a number he can't use because he has that section filled, he loses the turn and the next person plays.

The player who first fills the four sections wins.

If you want to keep a score, the winner gets 1 point for each empty section on all opponent's plates. With young children, one food in each section wins the game. If you want to make the game more complicated play for the suggested 4,4,3,2, servings.





Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.
Behavioral Objective	Students willingly try new foods.
Measurement	From a list of previously unfamiliar foods, students can name foods.

Learning Activities	Teachers Resources
1. Discuss the objectives one at a time. Allow students to express thoughts and ideas. Make a room taste chart on a part of the chalkboard and allow chidlren to add food's names over a period of several days, or as an activity during class. (Label each of 4 spaces with a taste name: sweet, sour, bitter, salty.)	1. Several "new foods", (unusual foods which class has probably never tasted), utensils for preparation, and napkins, etc.
2. Display the "new" foods, as purchased for the class. Allow the helpers to prepare tastes. During this time have class discuss properties of the food. Tell how it looks, how it will smell, feel, etc. Stress the importance of tasting first. Allow everyone to taste and keep their opinion to themselves until everyone tastes. Discuss class opinions.	
3. Look up tongue in reference books and write a short paper or draw a picture of what part of the tongue tastes each particular taste.	
4. Have a creative writing lesson on "My Favorite Sour Food, Sweet Food, etc.".	

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Learning Activities	Teachers Resources
5. Take a walk. Identify smells encountered. Discuss the marvel of our sense of smell--how it helps distinguish good smells, "poison" smells, danger smells (smoke at a fire, etc.), fun smells and food smells.	
6. List "noisy foods" on a chart.	
7. Write a poem about smells.	
8. Feel foods in a mystery bag and identify. Discuss the sense of feel with relation to foods.	
9. Discuss the senses. Explain to the class that our sense of smell is one of the most important parts of our sensory system. Explain to the children that without smell we would not be able to taste many foods. Demonstrate by having one child hold his nose and attempt to identify the smell of the cereal bits or chocolate in smelly bottles. Explain that our smell sense also helps us in other ways. Ask the following questions: a. How could our sense of smell help us in the middle of night and our house caught on fire? b. How could our sense of smell help us if we picked up a soft drink bottle and it was full of gasoline? Discuss the concept of the sense of smell as a most important part of our bodies. Have the children number a paper from 1 to the num-	9. 5-10 empty medicine bottles (covered), cotton balls to fill the bottles, small amounts of the following to place in the bottles: vanilla, banana flavor, pickle "juice", onion, garlic, cloves, cinnamon, chocolate square, cereal bits, mustard, cherries, syrup, celery salt, furniture polish, cleanser, and one empty bottle.

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Learning Activities	Teachers Resources
ber of bottles you have prepared. Number the bottles on the top. Pass them around and have the children write what they think is inside beside the number which corresponds with the number on the bottle. Make it a point to have one empty bottle and discuss how our sense of smell is not "fooled" by this.	
10. Take a walk--return to the classroom and write all the smells which the class can remember encountering. (Try to go by the lunchroom when food is cooking.)	
11. Show that smells can be deceiving --smell vanilla extract--it smells good. Taste a drop--it is bitter. Discuss using all the senses.	
12. List "noisy foods" on a chart.	
13. Write a poem about smells.	
14. Do the work sheet attached to this lesson.	14. Resource Activity. III-B-14.
15. Feel foods in a mystery bag and identify. Discuss the sense of feel with relation to foods.	
16. Discussion will begin with questions from the teacher. Ask the following questions and allow the children to answer: a. Do you always taste everything on your plate? Why?	16. See Tasting Session below.

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Learning Activities	Teachers Resources

b. Display some foods "look like they won't taste good, so you don't try them"? Should you let your eyes make the whole decision?
c. Name some food you don't like. After several have named foods, ask specific children: "_____, you say you don't like _____. How many times have you eaten it?" After this question has been asked of several children, make the following statement: IN ORDER TO KNOW WHETHER ONE LIKES OR DISLIKES A NEW FOOD, EXPERTS SAY THAT YOU NEED TO TASTE IT AT LEAST SEVEN TIMES. Explain that this does not mean seven bites, but at seven separate meals.
d. Have any of you found that you liked a food you used to think was awful? Explain how taste sometimes change--especially with age.

Let's promise ourselves that from now on we will try every new food we are served. Then later in the year we will talk about some new favorites.

17. The teacher will compile a list of unfamiliar foods from those listed by students. During the study of unfamiliar foods, attempt to taste as many as possible, at the teacher's discretion.

18. Each child may make a scrap book of pictures of every food he can find, which he has never tasted.

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Learning Activities	Teachers Resources

When he tastes one of these unfamiliar foods, at home or at school, he will write his opinion on the page with the picture. He may take the scrapbook home in order for mother to help--and return it to the teacher in a given length of time.

19. Visit a farm market or supermarket produce department. Write the names of all the unfamiliar foods observed. use the foods in the classroom for several days after the visit.

20. Each child will make a list of 3-5 foods he/she dislikes. Compare notes. See how many dislike what others like. This could be done from a master list or from posters available in the kit. Discuss "how people taste differ."

21. Have zucchini day. Taste it raw with onion dip. Make zucchini the password, for the day. Play a game in which any child who speaks to another child, or to the teacher at any time in the classroom, must say, "zucchini" before speaking. Add the word to spelling. Make up stories about the zucchini.

21. Resource Activity III-B-21.

THE NAMES OF UNFAMILIAR FOODS WILL NOT BE RETAINED WITHOUT MUCH REPETITION IN THE CLASSROOM. CHILDREN WILL REMEMBER THE TASTES AND WILL BE ABLE TO DESCRIBE THE FOOD, BUT THE NAME WILL BE LOST!

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Learning Activities	Teachers Resources
22. The above activity could be done several times during the year using different foods. The class might do this every Friday. Each Friday could be Unfamiliar Food Day and the class might have turnip day, fish day, etc. Ideas could come from the list compiled for activity 1-c.	
23. Discuss the differnece between "cupcake" and "muffin". Cupcakes are cake and have more sugar than other ingredients. They are good for you, but not so much as muffins. Discuss the fact that muffins have less sugar. Talk about cake as being a dessert, muffin is a bread.	
24. Allow helpers to make the muffins and take them to the cafeteria to cook. Discuss measuring. Read the ingredients listed and discuss. Later in the day, have the muffins for a snack.	24. Food model of muffin, blueberry muffin mix, (3 boxes per room), large muffin pans from cafeteria, paper cups for pans, large bowl, large spoon, measuring cups, ingredients called for on the package, cook books brought from home.
25. Seal up the empty boxes. Allow children to use the directions given as a writing lesson.	
26. Using the cookbooks as a research source, list all the kinds of muffins listed. Have children pick up a favorite, copy the recipe to take home.	
27. Using food models, make the following pairs of similar foods: Hot dogs/sausage; lettuce/cabbage;	

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Learning Activities	Teachers Resources
spagehtti/mac? Discuss these things and how they are alike. Follow with how they are different.	
28. Allow several children to work in front of the class. Make a jack-o-lantern with foods. Suggestions: cauliflower eyes with bell pepper rings around them, zucchini or carrot nose, sweet potato mouth and ears. Any food could be used. Wash all foods. Taste some of each with a dip appropriate for vegetables or a salad dressing.	28. 2 pumpkins, foods for eyes, nose, mouth, ears, etc. from missed foods on the pre-test, toothpick, 2 knives, paper for work area, food models of foods used, dip or salad dressing.
29. Examine any seeds left over. Save for spring.	
30. Write a scary story about the pumpkin face.	
31. Add foods used to spelling words.	
32. Have children write a letter to mom telling what was tasted.	
33. After a week or so, cut the pumpkin. Use the pumpkin in a recipe. Roast the seed and taste.	
34. Draw pictures of the jack-o-lanterns for decorations.	
35. Discuss familiar and unfamiliar foods.	35. Magazines
36. Transpariencies: Food and Your Health, p. 1, 2, 3, 4, 5.	36. Food and Your Health - Transparency and Duplicating Book, Milliken Co.

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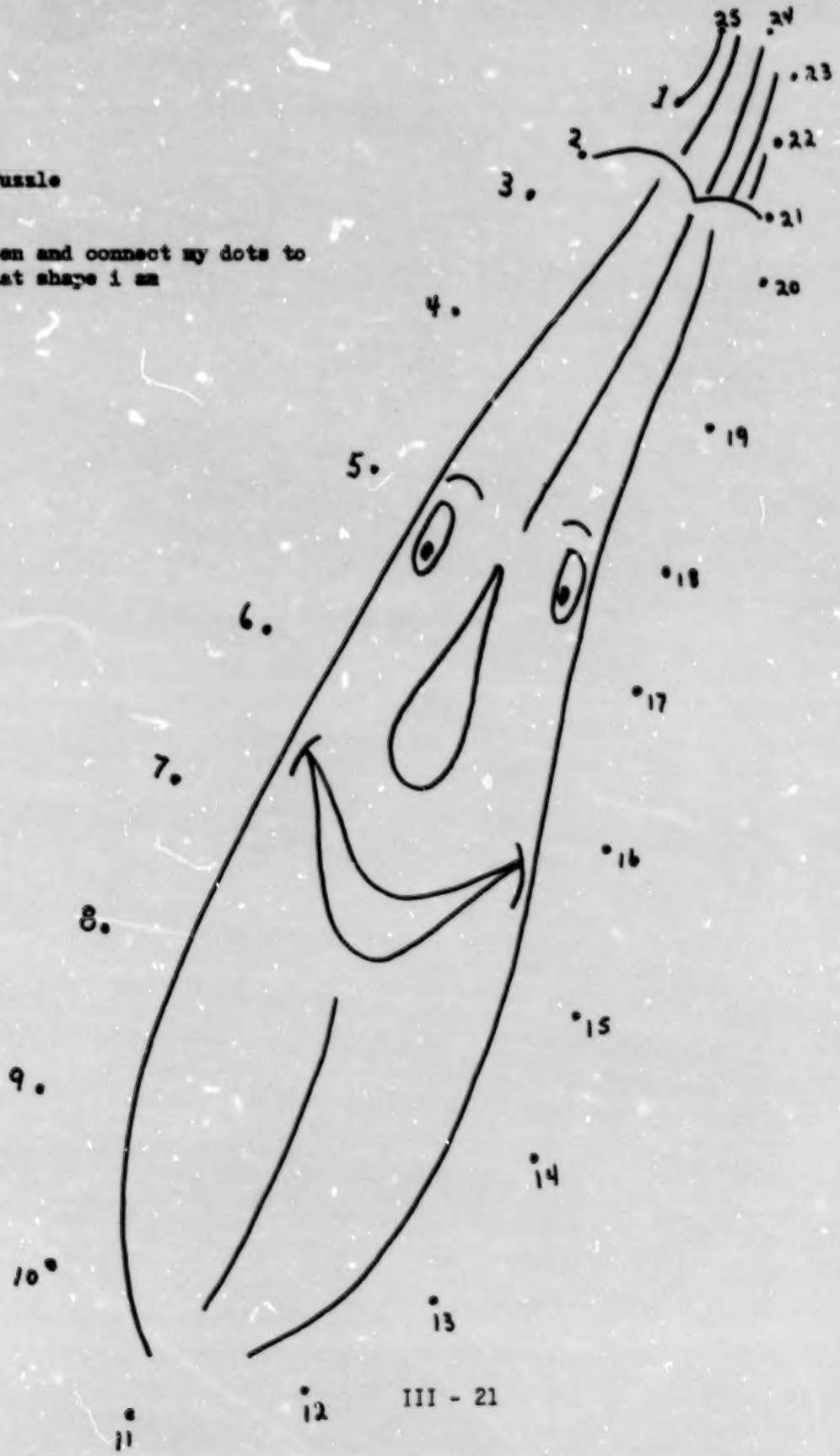
Learning Activities	Teachers Resources
37. Dittos - Energize at Sunrise - Kellog, p. 2, 3, 4, 5, 6.	37. Energize at Sunrise - Kellog's Duplicating Book
38. Have students do this 57-page booklet throughout their study of food and nutrition. These activities can be used in conjunction with other lessons or used alone. A teacher guide is included that divides book into a 3-week unit. Teacher may adapt as she sees fit. Areas of study: (pages can be duplicated) Food Attitudes Basic Food Groups Food and Growth Food Forms Manners and Food Habits Food From Other Lands	38. Food Fun With Foodella South Dakota School Food Services
39. Children can cut out various advertisements from magazines that are unfamiliar foods to them. They may make a collage. We will choose some of these foods in their natural form and play the game, THE CASE OF THE MYSTERY FOODS. Expose the students to unfamiliar food items in their natural form, and allow them to see, touch and smell these foods. Place one of the unfamiliar foods in the "Mystery Box". Have the student reach into the box and describe and identify the food without seeing it. Then have the students see and taste the mystery food.	39. HOW TO MAKE THE MYSTERY BOX: First, cut off and discard the food of a large, stretch man's stocking. Then stretch the sock top over the open end and of a two-pound coffee can, an oatmeal box or any other similarly shaped container. If necessary, adhere the sock to the container with tape, glue or staples.

ZUCCHINI Puzzle

color me green and connect my dots to see what shape i am



Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.
Learner Outcome	Students learn to choose good foods for meals and snacks. Students learn why high-sugar, low nutrient snacks are not good for our bodies if we use only that type of snack. Student realizes importance of breakfast.
Behavioral Objective	Student chooses good foods instead of high-sugar, low nutrient foods. Student eats breakfast daily.
Measurement	Given a set of food models, the student will select a meal using at least one food from each group. What is a good snack? Put together a good snack. Pick a good snack from a page of foods. What are bad snacks?

Learning Activities	Teachers Resources
1. Children will review breakfast foods from food models. Each child will select a good breakfast that he would like to have at home. Food groups will also need to be discussed and food classified. Children will each make a poster entitled, "My Greatest Breakfast". These posters will be displayed in the halls or in the cafeteria. At the end of the display time, students will take these home and ask to have them prepared. Afterward, each child will write a poem or paragraph entitled, "My Greatest Breakast".	1. Food models, large rectangle of drawing paper. (Check tasting experience for food choices.)
2. The class will vote after the lesson and posters are complete, to choose the best breakfast. They may then choose a food from that breakfast to taste. If not, English muffins with butter is a good, usually unfamiliar food treat.	

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3. Children will work the puzzle which involves many breakfast foods.	3. U.S.D.A. Sheet HE176-6-76 "Breakfast Baffle", available from county extension offices.
4. The teacher may make transparencies of the story pictures. The class may read the story and discuss the concepts dealt with. The story may be read by the teacher or students. Tasting: use the recipe on the back of the "Awakening" folder for No-Bake Orange Balls.	4. "The Great Awakening" from Florida Department of Citrus (SE-34-4).
5. The teacher will make the beginnings of the bulletin board sketched on the attached sheet, entitled, Good Morning! Did You Have A Good Breakfast?" The students will finish this by supplying the food models from magazine pictures chosen as good breakfast foods. Any poor choices should be discussed and explained.	5. Magazines, bulletin board, construction paper or craft paper in colors, scissors, glue, and staples or tape.
6. Have on display a variety of dry cereal boxes, and packages for hot cereals, breads, pasta and other grain products. Discussion will center around the importance of grain foods. They are all in the bread and cereal group. They give us go power. Learn (or review) the names of the four major grains; wheat, rice, oats, and corn. Use reference books to identify these. Make a list of products derived from the grains. (Class may be divided into 4 teams, to correspond to the grains. They will	6. A variety of dry cereal boxes and hot cereal packages, bread packaging, and other grain product packaging. (See tasting for the food items and serving items.)

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Learning Activities	Teachers Resources

have a contest to see which team can list and identify the most products produced from their grain.)

Have children study the ingredient label on products. Explain that ingredients are listed in order of quantity in the product. Show how many cereals list sugar as the first ingredient, indicating that one is buying "a box of sugar". Show how this makes some cereals less desirable than other nutritionally.

7. The class will taste one sample of a dry cereal from each grain. Nut cups or souffle cups may be marked by grain and used to hold the cereal. Children may discuss their favorites.

8. Trace grain from field to table--illustrating on large poster. (Use Alexander's Breakfast Secret" for reference.)

9. Make cereal ART using Rice Institute material. Make original art designs using any of the commercial cereals available.

10. Play taste and guess game with grain foods.

11. Match grain pictures to food models which are made from each. Discuss the fact that grain foods are plant foods.

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12. Discuss with the class how children fell physically and how they perform when they don't eat breakfast. Discuss why children sometimes don't eat breakfast. Indentify some foods which would be good alternatives to breakfast for those who have no one to prepare breakfast, do not have enough time for breakfast, have no breakfast foods at home, have parents on shiftwork where a meal other than breakfast is served.

13. Taste peanut butter and applesauce or bananas, and milk.

14. Have children draw a picture of what they think a person would look like if he/she never ate breakfast.

15. Write a creative story entitled, "The Monster in Me", about how one feels when he becomes hungry.

16. Have each child bring a label or cereal box to class and answer the following questions:
    a. How many calories are in each serving?
    b. What is listed first in the ingredient list?
    c. Does your food have vitamin C?
    d. Does your food have vitamin B, or niacin?
    e. Is your food nutritious?

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17. Identify, with pictures, several high-sugar snacks. (Snack cakes, popsicles, candy, etc.) Discuss with the class what these foods have in common. They are all sweet. Explain that they all taste good and that every once-in-a-while we all like to eat them. Express the attitude that those are "OK" from time to time, but that good daily snacks don't include sugary foods. Name some good snacks that are also sweet: pudding, cinnamon rolls, fruits, ice cream, and others. Remind the children that these foods not only taste good, but they contain nutrients which make bodies grow. Explain that the other foods mentioned are what we call "empty calories". They give us a little bit of energy, but no grow, and/or glow nutrients, and only short period of go. (Mostly, they just help to make us grow fat.) Allow class discussion and expression of opinion.	17. One large watermelon, one cantaloupe, one honey-dew melon and other fresh fruits as desired, such as strawberries, cherries, etc., knife, melonball scoop, paper plates, and plastic forks.
18. If possible, make a melon basket in class. Using a large watermelon make a "basket" effect. Scoop out the fruit and make into melon balls. Add balls of the other melons, and fresh fruits. Children may spear the fruits with toothpicks. Toothpicks should be stuck into a fresh lemon in order to sanitize before use.	

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19. Experiment with sugar feeding and nutrient feeding of a small animal. Possibly a duck or a chicken. (Mice and other rodents present a potential danger in bites.)	
20. Make a "no-no" board with labels of products or pictures which are not good for ones body with respect to nutrition. Label the "no-no" board as "fun snacks for special occasions". Reinforce the fact that these sugar snacks are not good for daily consumption.	
21. Make a "yes-yes" board as the opposite of the above listed activity. Label this board as "good snack for everyday eating".	
22. Add snack words to spelling and language lessons. Do dictionary activities with snack words.	
23. Write a story entitled, "A Visit to the Monster of Sugar-Food Land". Children may write their own stories, or the teacher may write the following and allow children to add words in the blanks.	23. Resource Activity III-C-23

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Learning Activities	Teachers Resources

A VISIT TO THE MONSTER
OF SUGAR-FOOD LAND

Once upon a time, _____ visited a monster. He was _____ to look at, but underneath he was _____. He wanted to give _____ a _____. The monster really liked to ruin people's teeth and make them _____. _____ did not let the monster get a chance to ruin his teeth. _____ told the monster about good snacks that are sweet. The monster decided to be a good monster and served a snack of _____ to all the other monsters and also to _____. The sugar monster became a _____.

24. The teacher should lead a review-discussion of how good snacks are chosen. When the discussion is finished, have the class divide into several groups (4-5). Ask each group to write a story about choosing nutritional snacks. When each story is finished, have the groups make a slide show illustrating their story. Show these to the class and maybe to other classes. (Directions for making the slide shows are attached.)

24. Several shoe boxes with lids, same number of rolls of adding machine tape, crayons, markers, pencils, and glue. Blender, ice cream, eggs, milk, cups.

25. SUPER SHAKES Review the wholesomeness of milk. Explain that the children will learn to prepare a good snack. Helpers will use the blender to prepare this snack. Into a 2 quart blender pour 1/2 quart of milk, add 1-1/4 quarts of

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ice cream and one raw egg. Blend. (If a blender is not available, a large shaker jar may be used.)	
26. Game, "What Good Snack Am I". A good snack picture is pinned on each child's back. He must discover what snack he represents by asking the class questions which may be answered with "yes" or "no". This may be done child by child, or by allowing children to mingle with classmates. As soon as a child knows what he represents he sits down.	
27. Draw a "good snack man". Have him made of all your favorite nutritious snacks. (You might have an art contest with these.)	
28. Snack words used as a spelling bee.	
29. Color Snacks - (Duplicate or use the chalkboard) a. A brown snack is _____. b. A red snack is _____. c. A yellow snack is _____. d. A purple snack is _____. e. A green snack is _____. Add as many colors as you wish.	
30. Bring in Hawaii in Social Studies and study where different foods are grown.	30. 1 pineapple, 1 box toothpicks, 1 can sterno, 1 can pineapple, 1 ham cubed, egg carton (one per child), string, styrofoam boxing.
31. Put 1 piece cubed ham and 1 chunk pineapple on toothpick. Carve a	

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hole in the pineapple and put in a can of sterno. Put toothpicks in pineapple. Let children take one out and hold over sterno.	
32. Cut out rounded bottom of egg carton and split each cup at the corners to make flowers. String flowers and styrofoam with string to make leis. Plant top of pineapple in water.	
33. Look up other foods and find their origin. Use the food origin sheets which are in the supplementary work sheet files of the model kit under social studies for third grade.	
34. Identifying fruits and vegetables from picture cards and giving the food nutrients of each. Identify each one with a major nutrient using the U.S.D.A. nutrition guide.	34. Apples, cantaloupes, peaches, strawberries, tomatoes, zucchini squash, cucumbers, carrots, celery, green peppers, beets.
35. Taste the above named fruits and vegetables.	
36. Play Vitamin Toss. Make a box covered with a food pictures. Cut a hole in one side 8 inches in diameter. Using a bean bag have the children toss the bag in the box. If the bag goes in the child must have a food from the lesson and its major nutrient. If he misses, he tries again. If he cannot identify the nutrient with the food, he loses his points.	

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Learning Activities	Teachers Resources
Keep score on the blackboard. This is a good activity for a rainy day. The game may be adapted score-wise to suit the class.	
37. Draw a nutrient man using the foods tasted as body parts. Always have a happy face on these creations.	
38. Make a food alphabet -- find a food which begins with each letter of the alphabet. Using the nutrition guide, find the major nutrient in each. Allow the children to do this on their own. Teacher will have to assist in finding the nutrients. Determine whether there is a wide variety of nutrients in each child's list.	
39. Use these snack booklets as a text to teach the concepts listed on page 1. (This may be more than a one-week lesson.)	39. Snack bookelts, "Make Your Snacks Count". (U.S.D.A. publication - can be duplicated.)
40. Teacher's choice from items listed in the booklet.	
41. Make picture recipes of the listed snack to present to kindergarten.	
42. Write a story about "Good Snack Charlie" and illustrate it.	
43. Make math problems using costs of tasting ingredients.	

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Learning Activities	Teachers Resources
44. Class discussion should answer the following: a. What are the different kinds of milk? b. What do milk foods do for you? c. What do fruits and vegetables give your body? d. What do breads and cereals give your body? e. What meat group food is discussed in this booklet? f. How many servings do you need from each food group daily? g. How can you get the correct number of servings daily and still plan a good snack? (Use the snack as one of the basic four servings.)	44. Arkansas Extension Service publication, "Make Your Snacks Count". (ENP-11) (This publication may be duplicated.)
45. Choose a recipe from the booklet to prepare.	
46. Make a poster for your room with the 3-4-4-2 serving plan.	
47. Write a paragraph about your favorite snack, (or Teacher) will write a paragraph on the chalkboard for children to punctuate. The paragraph should contain the nutrition information from this lesson.	
48. Do some research on how cheese is made. Draw a diagram for the class.	
49. Have students identify nutritious foods and snacks.	

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50. Children identify snack foods and help build a good snack bulletin board.
EXAMPLES OF NUTRITIOUS SNACKS:

MILK GROUP

Milk
Milkshakes
Ice Cream
Cheese
Pudding
Yogurt
Custard
Creamed Soups

MEAT GROUP

Meat
Hard Cooked Egg
Tuna
Peanut Butter

FRUIT - VEGETABLES

Fruits, fresh or canned
Raw vegetables, plain or with dip

BREADS AND CEREALS

Breads
Crackers (made with enriched whole grain flour)
Tortillas
Enriched macaroni
Cereals
Oatmeal Cookies

FOOD GROUP COMBINATIONS:

Sandwiches
Pizza
Cheese and Crackers
Peanut Butter Cookies and Milk
Pumpkin Bread
Banana Bread

Student's Name _____

Fill in the blanks:

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_____ to look at, but underneath he was _____.

He wanted to give _____ a _____.

The monster really liked to ruin people's teeth and make them _____

_____. _____ did not let

the monster get a chance to ruin his teeth. _____

told the monster about good snacks that are sweet. The monster decided to be

a good monster and served a snack of _____

to all the other monsters and also to _____. The

sugar monster became a _____.

"Sugar Monster"

III - 35

NUTRI-MOVIE

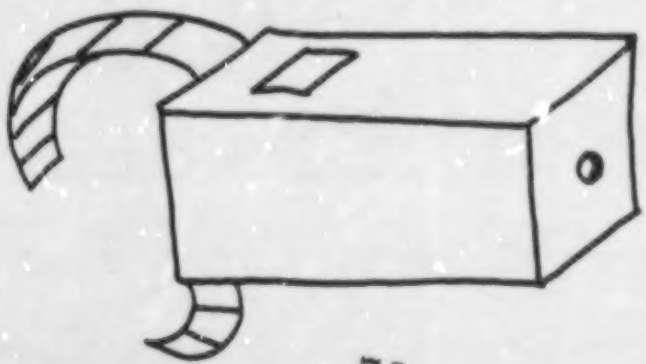
A Fun Activity to do with students.....

A slit is cut in the top of a shoebox an inch or two from one end. Another slit is cut in the same relative position in the bottom of the box. An opening to admit light is made in the top, as shown in the illustration. Finally, a peephole about an inch across is cut in the far end of the box.

For the film, use several strips of paper pasted together, or adding machine tape. A screenplay may be developed around any nutrition theme, for example, "Foods to Grow Fat With" or "Breakfast in Many Lands". Pictures may be drawn or cut from magazines. Once the illustrations are mounted on the film strip, titles may be added, and the show is ready to start.

NOTE: For a more durable filmstrip, use heavier paper and cover with clear self-adhering plastic. Lining the box with aluminum foil lends more light.

LEARNING: The theme chosen may be developed to illustrate any nutrition concept(s).



CONCEPT IV

ALL PERSONS THROUGHOUT LIFE NEED THE SAME NUTRIENTS,
BUT IN DIFFERENT AMOUNTS

Concept IV	All persons throughout life need the same nutrients, but in different amounts
Sub-Concept A	Recognize that all family members can plan meals using the basic food group.
Learner Outcome	1) Students learns that everyone needs balanced meals. 2) Student will be able to recognize a well-balanced daily in-take of food.
Behavioral Objective	Students help their families in choosing diets that are balance and follow the Basic Food Groups.
Measurement	Students write down a menu that they have consumed recently at home. (Check to see if it is balanced.)

Learning Activities	Teachers Resources
1. Draw a picture of family members eating together. Write the groups that the food represented.	
2. The class will do the following: a. Have a detailed discussion of the term balance. b. The students will make an illustration of balance. c. Reveiw the basic food groups. d. Draw and color a balanced meal on their paper plate.	2. Paper plates, one food from each food group (this may be a teacher choice, or a class choice, or we suggest: buttermilk dip, raw vegetables, wheat crackers, and pecans).
3. One food from each food group is tasted to illustrate further the term "balance". See the material list at the top of the page.	3. Resource Activity IV-A-3.
4. Do listening center lesson with 8 children at one time.	4. Listening Center and headphones and listening center lesson, "Vegetables and Menus".
5. Children are given a "pretend" ten dollar bill along iwth a page of grocery advertisements.	5. Newspaper ads for food, play money. Resource Activity IV-A-5.
6. Teacher will present a large array of magazine pictures. Children will choose their own meal. Children will draw a plate, silver,	

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Learning Activities	Teachers Resources

glass, etc., on the large rectangle of paper, which they may decorate as a place mat, and glue on their meal. Stars are placed on "balanced meals".

7. Chidlren will copy the words "balanced meal" down the left side of the paper:

   B (EETS)
   A (PPLES)
   L (IVER)
   A
   N
   C
   E
   D

   M
   E
   A
   L

   Children will attempt to find foods which start with these letters and attempt to choose some from each group.

7. Resource Activity, IV-A-7.

8. Discuss with the class the following concepts:
   a. Balanced meals contain at least one food from each group.
   b. Extra foods may be added to balanced meals, but not used as substitutes for the basic food groups.
   c. People can have balanced meals and still not have a balanced diet -- due to snacks between meals.

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Learning Activities	Teachers Resources
d. To many sweets between meals can make an unbalanced diet. e. Meals are foods eaten at a particular time; diet means all day long.	
9. Ask your mother to help you list everything you eat and drink all day Saturday, from breakfast to bedtime. Bring your list to school and see which group you ate the most from: Milk, Meat, Fruit, Vegetable, Bread, Cereal or extra. Don't leave out anything -- even add gum. When lists come in, work with children classifying and analyzing that day's diet. Help him see where he needs improvement.	
10. Review basic food groups with students.	10. "Food Models"; "Guide to Good Eating" - National Dairy Council
11. Have cafeteria manager discuss the components of the School Lunch and how it fits into the Basic Food Group plan.	11. Cafeteria Manager
12. Have students categorize foods from school lunch into the Basic Food Groups.	12. Cafeteria lunch
13. Take a Field Trip to the cafeteria or school food service production kitchen.	13. Community
14. Have students prepare a menu for the cafeteria manager to fix for	14. Students; Cafeteria Manager; Home

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Learning Activities	Teachers Resources
the school. Also prepare menu for their homes for a day. (3 meals)	
15. Show filmstrips - "Eating Healthy Meals Each Day"; "Good Food and Good Health"; "Watch Your Mouth".	15. "Eating Healthy Meals Each Day" Basic Nutrition for Primaries Series "Good Food and Good Health" Being Healthy Series Eye Gate media "Watch Your Mouth" American Dietetic Association
16. Divide students into small groups. Distribute Activity 1 Unit Two. Let them write the menu using foods from Food Models. They construct a mobile using models to illustrate their menu.	16. Food. . .Your Choice Level 2 National Dairy Council
17. Let student do activities 6-11 from Health and Fun.	17. Health and Fun, ESP, Inc.
18. Let students take home "Make Your Snacks Count". Go over in class first. Includes numerous recipes for snacks.	18. "Make Your Snacks Count" University of Kentucky College of Agriculture
19. Read "Johnny Goes to Nutrition Land" aloud to class. Discuss and color as story is read.	19. "Johnny Goes to Nutrition Land", University of Kentucky, College of Agriculture
20. Have high school students come and prepare various foods from food groups. (Home Ec. Project) Examples: F/V - Fruit Boat B/C - Cereal Meat - Frankfurters and Beans Milk - Orange Cow-Milkshake	

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Learning Activities	Teachers Resources
21. Discuss with class the idea that foods from different countries are fine as long as they are combined to form a balanced meal. How are these meals different? The same?	21. "What We Do Day by Day" Study Print #10 National Dairy Council
22. Have class prepare foods from other lands/culture. Examples: Mexico - tacos China - rice Italy - spaghetti American Indians - Corn	22. Food needed for activity
23. Show filmstrip, "Eating Right Can Be Fun". Discuss. Do Activity 22 from Winnie the Pooh.	23. "Eating Right Can Be Fun" Eye Gate media Winne the Pooh Disney Productions
24. Do mini unit "The American Food Mosaic" from Food...Your Choice, Unit Three, Activity 1A-1E. Teacher Guid included (supplementary activities).	24. Food...Your Choice Level 2 National Dairy Council
25. Let students create their own mosaic from magazine pictures or original drawings.	25. Magazines

Student's Name _____

Write your definition for "Balanced": _____

_____

_____.

Draw an illustration for the term described above:

_____

How many of the food groups do you need for a Balanced Meal? _____

Draw and color a meal that is balanced:

"Pretend " 10 dollar bill
Use with Grocery Advertisements

Student's Name _____

Attempt to find foods which start with these letters and try to use foods from all four food groups.

B_____

A_____

L_____

A_____

N_____

C_____

E_____

D_____

M_____

E_____

A_____

L_____

Name the food groups that you used above:

_____

_____

_____

_____

Concept IV	All persons throughout life need the same nutrients, but in different amounts.
Sub-Concept B	Realize that serving size differs for family members.
Learner Outcome	Student learns the proper serving sizes recommended for different age group. Students recognize that serving size differs with different people according to the energy expended.
Behavioral Objective	Student accepts only the serving size he/she needs.
Measurement	Student can write down in chart form how serving sizes differ depending on age group.

Learning Activities	Teachers Resources
1. Take a survey of what each child's parents do. Discuss how a manual worker would use more energy than a desk worker thus the manual workers would need more calories.	1. Resource Activity IV-B-1.
2. Show students how many calories are used for activities the students engage in.	2. Resource Activity IV-B-2.

Activity	Calories Per Hour
Sleeping	65
Awake, lying still	77
Sitting at rest	100
Standing relaxed	105
Dressing, undressing	118
Sewing (tailoring)	135
Typewriting rapidly	140
Light exercise	170
Walking slowly (2.6 mph)	200
Active exercise	290
Severe exercise	450
Swimming	500
Running (5.3 mph)	570
Very severe exercise	600
Walking very fast (5.3 mph)	650
Walking upstairs	1,110

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Sub-Concept B	Realize that serving size differs for family members.

Learning Activities	Teachers Resources
3. Show filmstrips "People Who Work"	3. Beginning Concepts: People Who Work - Unit I and II Scholastic Magazines, inc. 904 Sylvan Ave., Englewood Cliffs, N.J. 07632
4. Allow children to handle measuring cups and spoons to understand basic concepts.	

Dear _____,

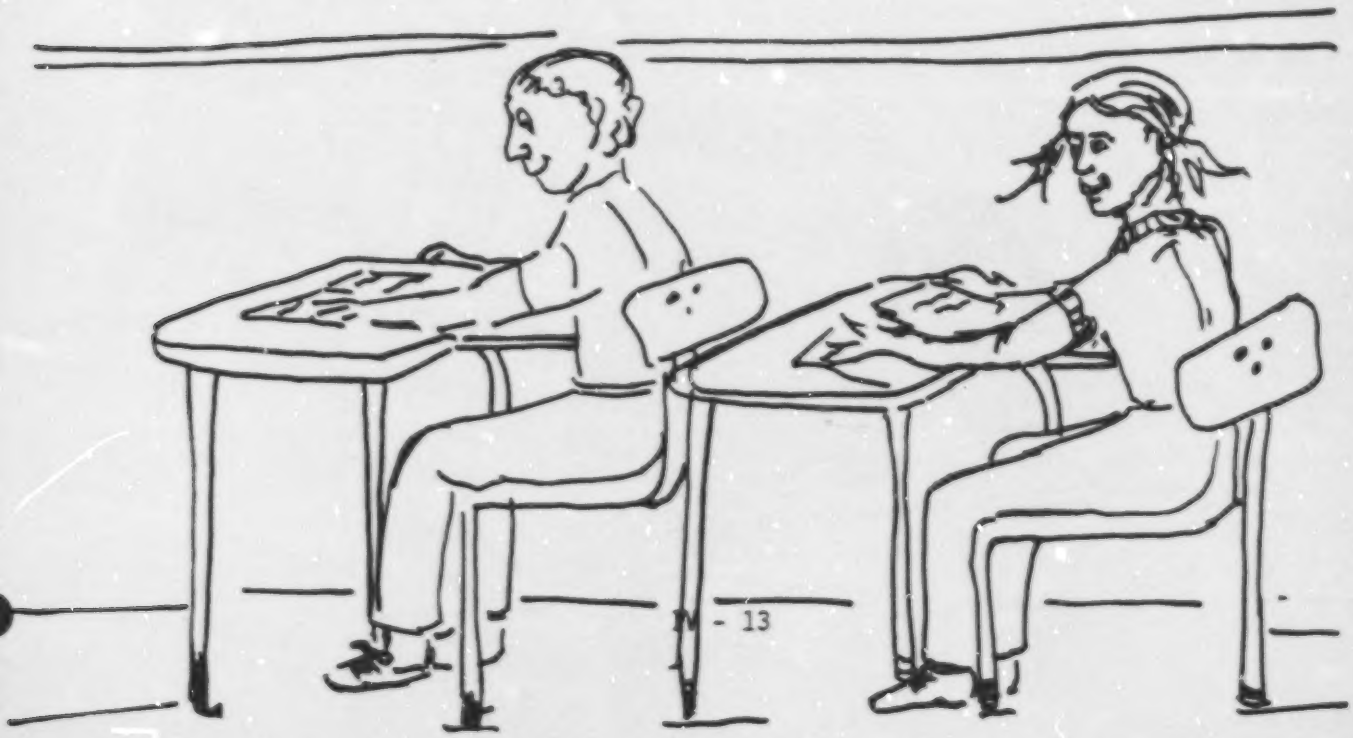
At school we are discussing calorie expenditure and how different types of work people use different amounts of energy. For example; a person who does construction work would use more energy than a secretary that types most of the day, thus the construction worker needs more calories. We are taking a survey at school as to what type of work our partents do so please fill in the following blank with your type of job or profession._____

_____.

Thank-you.

Love, _____

color a picture of yourself working at school.



ACTIVITY	Calories per Hour
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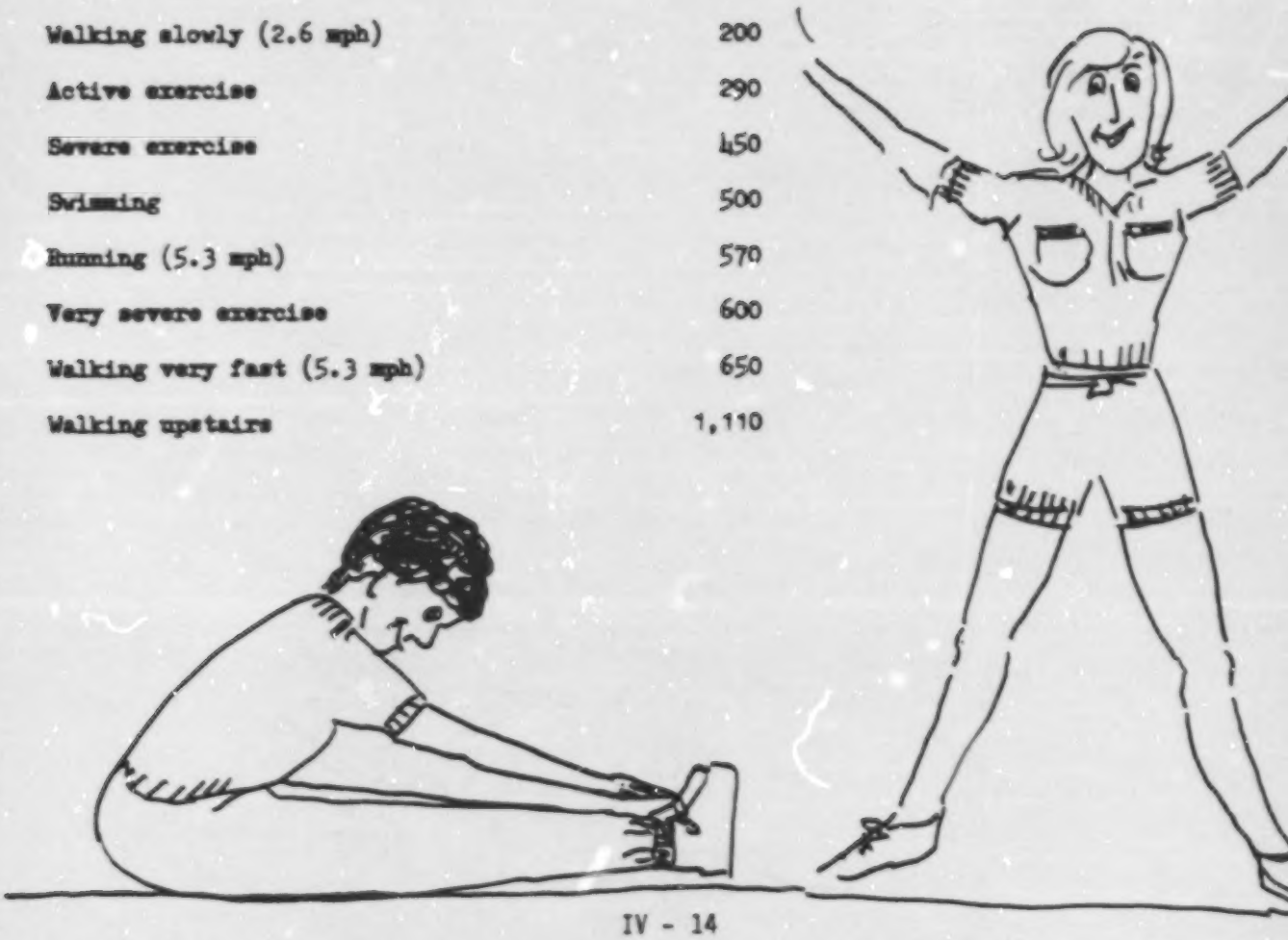
Light Exercise	170
Walking slowly (2.6 mph)	200
Active exercise	290
Severe exercise	450
Swimming	500
Running (5.3 mph)	570
Very severe exercise	600
Walking very fast (5.3 mph)	650
Walking upstairs	1,110



Concept IV	All persons throughout life need the same nutrients, but in different amounts
Sub-Concept C	Realize that serving size is affected by age, sex, health status.
Learner Outcome	Student will understand influence of food on enery, growth and health.
Behavioral Objective	Students chooses correct serving size for his/her age, sex and health status
Measurement	Have students write a short paragraph about why they eat the amount of foods they do. (Check their answers.)

Learning Activities	Teachers Resources
1. Define nutrition as the way by which food become you. Talk about how the wide variation in height, weight and body proportion is expected and is part of the growing process. Weigh and measure each child. Let students do Activity 2, Unit 1, from Food ...Your Choice.	1. School nurse Food...Your Choice Level 2 National Dairy Council Text - Your Health and You, pp. 104-119.
2. Have students do Activity 4-A, Unit 1 and share their stories and pictures with the rest of the class. Also do activity 4-C and D. (Food for Energy).	2. Food...Your Choice Level 2 National Dairy Council
3. Show filmstrip - "Eating To Grow". Discuss.	3. "Eating to Grow" Universal Studios
4. Show filmstrip - "Why Do We Eat?" Discuss. Have students write a paper on why they eat.	4. "Why Do We Eat?" Basic Nutrition for Primaries Series, Eye Gate Media
5. Ask students why they choose the foods they eat and write responses on the chalkboard. Pass out activity sheets 2-A and B. Unit 3 from "Food...Your Choice". Ask students to share their responses with the class. Stress the importance of trying new food with good attitudes. Do activity 6, Unit 1.	5. Food...Your Choice Level 2 "Food Models" National Dairy Council Foods for tasting activity

Student's Name _____

Write a short paragraph on "Why I Eat"

"Why I Eat"

CONCEPT V

FOOD PRODUCTION AND SANITATION AFFECTS FOOD QUALITY

Concept V	Food production and sanitation affects food quality.
Sub-Concept A	Realize how food is marketed.
Learner Outcome	1) Students recognize the ways that foods are handled affect nutritional quality, safety, appearance, taste and cost. 2) Students will understand how to purchase their food.
Behavioral Objective	Students learn to appreciate that what food they have on their tables go through a long marketing process first.
Measurement	The student will identify and tell in his own words how a given food is grown, handled, transported, marketed and used.

Learning Activities	Teachers Resources
1. Read aloud and discuss the book, More Milk Please. This book takes the child to the farm where the cows eat hay and grain. Where sunshine and water are given each day. Cows give lots of milk. This little book goes through the process of food storage on the farm for cows. It takes up the role of the animal doctor plays in the process. Each step is given, beginning with the gathering in a holding pen just outside the milking parlor where the cows wait their turn. They enter the parlor one at a time. The book explains cleanliness, storage, tank trucks, temperature, big holding tanks, milk pipes, clarifier, pasteurizing, homogenized process, testing machines, milk cartons, milk bottles, cases, workers, trucks, loading and unloading, deliver, grocer, schools, homes, workers and drinking milk as a snack after school.	1. Pursel, Marjorie. More Milk Please, National Dairy Council, Chicago, Illinois 60606.
2. Real aloud and discuss p. ? of the book, Your Health. "Food Comes From Many Places".	2. Pursel, Marjorie. Your Health National Dairy Council, Chicago, Illinois 60606.

Concept V	Food production and sanitation affects food quality.
Sub-Concept A	Realize how food is marketed.

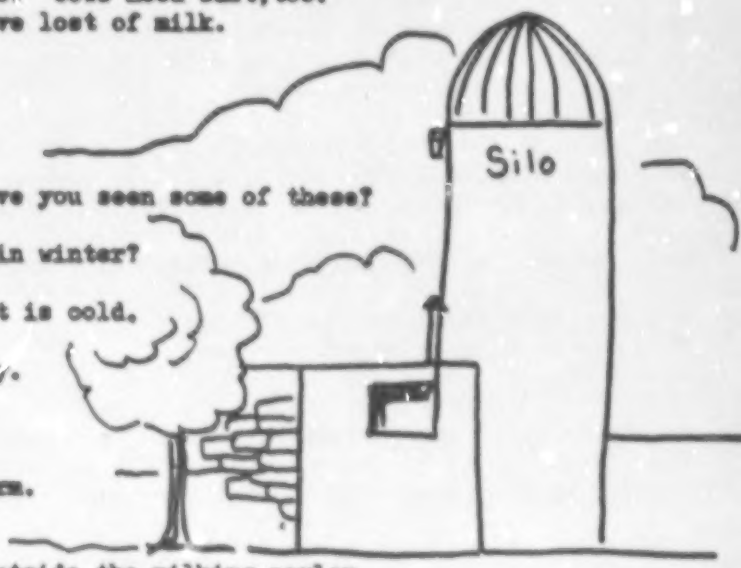
Learning Activities	Teachers Resources
3. READ ALOUD AND DISCUSS: The book, Uncle Jim's Dairy Farm. This book tells a story about a boy and girl visiting a farm with not only cows and the dairy but most other farm animals as well. It also gives a good general idea of how food is grown as well as how it is used on the dinner table. Good little Book.	3. Oftedal, Laura. Uncle Jim's Dairy Farm National Dairy Council Chicago, Illinois 60606
4. Before doing one of your classroom cooking activities, take a field trip to the store to buy the food. Discuss with students various things before you go. Buy only what is needed, get the best buy, make a list before you go, don't go to the store hungry. Use study print #9.	4. Community "What We Do Day By Day" Study Print #9 National Dairy Council
5. Have students do Activity 15 from Winnie the Pooh after discussing things you should watch for when buying food.	5. Winnie The Pooh, Nutrition and You Disney Productions
6. Using empty packages, set up a store and let students go shopping. Give them a certain amount of money and tell them to buy foods in the Basic Groups to make a balanced meal.	6. Empty packages
7. Read and discuss Where We Get Our Food pamphlet.	7. Where We Get Our Food, National Dairy Council Chicago, Illinois 60606

MORE MILK PLEASE

by Marjorie Purcel

Welcome to Sunny Hills Farm!
This is my dairy farm. I keep cows on my dairy farm.
I take good care of my cows so I can send fresh milk to you each day.
Many men work for me on my farm.

Men feed my cows in the feeding lot. Every day the cows eat hay and grain.
They need sunshine and water like you do. Cows need salt, too.
Most of my cows are Holsteins. They give lost of milk.
Can you tell Holsteins by their color?



There are many other kinds of cows. Have you seen some of these?

How do farmers get feed for their cows in winter?
What would they put into the silo?
Sometimes cows stay in big barns when it is cold.

The animal doctor examined my cows today.
He says,
"Your cows are strong and healthy.
Your herd is very clean.
You must be proud of your fine dairy farm.
I will come again soon?"

The cows gather in a holding pen just outside the milking parlor.
They enter the parlor one at a time.
Why does the workman wash the cow's udder?
Next he puts a milking machine on the cow.

Sometimes cows eat ground grain while they are milked.
Some milking parlors have music for the cows.
Do you know how often each cow is milked?

Milk goes through many pipes.
Now the milk goes into a big tank.
This is called a holding tank.
Can you tell if the milk is warm or cold?
Soon the tank truck will come to take the milk to the dairy plant in the city.

We have more work to do in the milking parlor.
Everything must be cleaned.
Motors pump hot cleaning mixtures and rinsing water.
Can you name some of the things we must clean?

Here come the tank truck.
Milk goes through a hose into the truck.
How will this truck keep the milk cold on the way to the city?

The big tank truck arrives at the dairy plant in the city.
The milk goes through more pipes.
Big tanks hold the milk and keep it cold.

V - 3

Now let's look inside the dairy plant.

The inside of the dairy plant is very clean.
Pipes carry milk to many machines.
This machine makes sure there isn't something in the milk that shouldn't be.
It is called a clarifier.

Can you find the word PASTEURIZED on a carton of milk?
Do you know what PASTEURIZED means?
When milk is pasteurized it is heated.
It is heated for at least 15 seconds at or above 161 degrees F.
Why would heating make milk safe?

Can you find the word HOMOGENIZED on a carton of milk?
When milk is HOMOGENIZED the milk fat is broken into tiny bits.
The tiny bits of fat stay mixed all through milk.

Soon the milk will be put into bottles and cartons.

How much milk fat does the milk have?
This man examines some milk to see.

A machine fills the cartons with milk. A machine seals the top.
Sometimes milk is put into bottles. The cartons or bottles are put into big cases.
Now the milk is ready for the delivery men.

Fresh milk is put into different size containers. How do you get your milk?

The milkmen are at the city dairy plant. They will load their trucks with milk.
Some of the milk will go to stores. Some will go to schools.
To what other places could the men deliver milk?

Does you mother buy milk at a store?
Can you help her find the milk?
Where do you look?
How does the container feel?

Does a milkman bring milk to your home?
How much milk does he deliver to you?
Does he deliver anything else made from milk?

The milkman brings milk to school.
How much milk will you drink for lunch?
Can you tink of some word to tell how the milk tastes?

It takes many people to bring your dairy food to you.
Can you name some of these people?

Are you hungry after school?
Do you like a glass of cold milk?

"Mother, may we have some more milk, please?"

* Booklet from National Dairy Council, Chicago, Il. 60606

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.
Learner Outcome	1) Students learn that people eat many parts of plant foods. 2) Students learn that people eat many animal foods. To establish an awareness of animal foods other than meats. 3) Students learn that seeds are a major source of food for people. 4) Students will be able to realize that foods can be purchased in various forms. 5) Students understand simple steps in processing and transporting.
Behavioral Objective	Students choose a diet that consists of a wide variety of food. Students understand simple steps in processing and transporting.
Measurement	Students will be asked to name the processing method as the teacher give hints; i.e. 1) This method keeps food very cold. 2) The food may be stored in a freezer for months. 3) The foods usually are thawed before serving or cooking. Others: Other examples of processing method which could be used in testing are: 1) canning 3) freeze-drying 5) salting 2) drying 4) smoking

Learning Activities	Teachers Resources
1. Discuss various forms food can be found. Use pineapple to make your point. Have fresh pineapple, cubed, crushed, slices, juice. Let children taste each. Ask them if the taste is different. If so, why?	1. Fresh Pineapple Pineapple - crushed, sliced, cubed, and juice.
2. Do same as above with other foods. Examples: Beef-ground meat, steak, lunch meat, roast. Peanuts -Peanut butter, raw peanuts, roasted peanuts. Potatoes-mashed, fried, baked, boiled. Many others can be used. Also point out the difference in raw vs. cooked foods and what occurs.	2. Foods for activity

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teachers Resources
3. Discuss why foods are preserved. Ask them to name some foods they eat that are preserved. Ask them about health foods and discuss. Two reasons for preserving food are to increase food supply and ability to keep food longer. Ask students if their mother freezes or cans garden foods so they can eat them at a later time.	
4. Read Blueberries for Sal. Discuss what her mother wanted to do with the blueberries and why. Talk about the various methods of preserving food - freezing, canning, pickling, and drying. let students taste something preserved by each method. Example: frozen strawberries, canned fruit, pickles, raisins.	4. Blueberries for Sal, by Robert McClaskey Food as needed for activity
5. Using the poster, discuss with students the various parts of plants which are eaten as food: stem, leaves, roots, flower, and fruit. Discuss how some plants give us only fruit; some leaves and stem; and some we may eat the entire plant or all but one part. Have students draw their own diagram of a plant and label the parts. Have them write one food which is from each plant part.	5. "Versatile Vegetables", Green giant Company, LaSeuer, MN 56058

Concept V	Food production and sanitation affects food quality.
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Learning Activities	Teachers Resources

6. Have one food from each part of the plant:
   Celery -- stalk, stem
   Lettuce -- leaf
   Cauliflower -- flower
   Carrot -- root
   Pear -- fruit
   Pecan -- seed
   Provide a dip or salad dressing to accompany any raw vegetable
   (Listed behind this section are supplementary activities to be used after this section is taught.)

7. Have children make a chart divided into categories of plant food parts. Using chart (no.) as a guide, have children classify fruits and vegetables by plant parts.

8. Children will make a classroom collection of seeds that we eat. These seeds will be attached to a large poster board and labeled. Children will discuss and review that this is one part of a plant which people eat.
   Some of the seeds might be planted and observed in the spring or early fall.
9. Using worksheet, "Susan C -- What Part of a Plant Am I?", children will complete the worksheet to be taken home. Extra time needs to be spent discussing "Susan C". This material was developed by U.S.D.A.

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teachers Resources
10. Class will discuss animal foods and learn to identify meat products by name and by source. (Ex.: Beef comes from cattle.) Using the pictures and chalkboard, children may match the meat food to the animal which provides it. Teach the words: pork, beef, mutton, poultry and fowl. (Also, any other terms which may relate to the lesson.) Discuss meat foods which are not meat. Identify and classify: eggs, milk, cheese, yogurt, butter, etc.	10. Pictures of the most common animals raised for food and prepared food models.
11. Have a choice of slice meats and quarter slices of bread. Allow the class to make a very small sandwich with: sliced turkey, sliced children, sliced beef, and sliced ham. (Have the market slice these very thin and into 2 inch squares.)	
12. Have children use the market ads in a newspaper and identify each meat food and list its source.	
13. Have children construct a model of a food chain showing that animals depend on plants to survive.	
14. Take a field trip to a supermarket and identify the various types of meats.	
15. Discuss different methods of preparing meat foods.	

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teachers Resources
16. Discuss the following concepts: a. People eat many different kinds of seeds. b. Grains are seeds. Beans are seeds. Peas are seeds. (Name these and foods eaten.) Make a large poster entitled "Seeds We Eat". Have children each bring seeds from home which are food. Add to the poster. Plant some of the seeds. Discuss grains from the previous study of bread/ cereal foods.	16. Poster, "Seeds we Eat" made by children; display space, (see tasting).
17. Make a "seed soup" in the slow cooker. Using tomato soup as a base, add: lima beans, pinto beans, corn, rice, and any others desired. Use canned vegetables. Heat in slow cooker, taste before school is out for the day.	
18. Make a list of seeds we don't eat. Make a list of food we eat with seeds inside.	
19. Taste sunflower seeds for a snack.	
20. Buy some wild bird seed. Plant some, put others in a student-made bird feeder. Discuss animals which eat seeds.	
21. Describe the two following meals to the children. Place food models for each item together on the board. Ask what is wrong with the meals.	21. Dairy Council Food Models Sliced turkey, fried potatoes, gravy, slaw, a slice of bread and milk.

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teachers Resources
Meal 1--Milk, fried potatoes, gravy, slaw, a slice of bread, sliced turkey. Meal 2--Round steak, refried beans, french fries, roll and chocolate milk. What is wrong? Are they balanced? Meal 1--What color do you see? What texture when you chew? How is the food cooked? Meal 2--What colors do you see? What textures do you feel when chewing? How can we improve the two to make them more appetizing? Variety makes a meal attractive. Meal 1--Remove the fried potatoes. Change the slaw to a green salad and change the turkey to meat loaf. Meal 2--Change the refried beans to carrot salad and the french fries to a baked potato. Discuss how too many fried foods add too much fat to our diet. It helps to make over-weight people.	
22. Read Aloud and Discuss": Where We Get Our Food, also have these books out on the table for children's investigation and reading pleasure. Then ask:	22. Pursel, Marjorie. Where We Get Our Food, National Dairy Council, Chicago, IL 60606.

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teachers Resources

1. Do you go shopping with your mother?
2. What foods does she buy?
3. Discuss: Milk, Vegetables, Cereals, Meat and eggs, others.
4. Where do all of these foods come from?

23. Discuss the reasons for processing foods. Focus attention on the discussion of common food processing methods, page 5 of this book. Point out examples of processed foods used in "The Grocery Bag" learned earlier. The dried raisins, canned corn, fresh carrot, frozen peas, smoked sausage.

24. Label each of five large boxes with the name of one food processing method (freezing, canning, drying, freeze-drying, smoking). During class discussion of processing methods, each student will decide in which box his food item belongs. Ask all students who decide their food item is frozen to go to the front. Class members will decide whether they agree with his decision. If correct, he will place his food item in the "frozen food" box. Continue with the other processing methods in the same way.

25. Using the same food containers mentioned above, set up a model grocery store. Divide the store into sections for canned, dried, frozen, fresh produce, miscellan-

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teachers Resources

eous items, and refrigerated section to include meats, milk and delicatessen items. Have each student act as a store clerk placing food items into the correct section.

26. Have the students recall the processing of wheat from Where We Get Our Food. Select 18 students. Divide into pairs and have each pair act out one step in the processing of wheat. Do not do them in sequence, but have the class "guess" which step is being acted out. Then have each pair do it again in sequence.

    1. Farmer planting the wheat seeds.
    2. Farmer riding on combine harvesting the wheat.
    3. Grinding wheat into flour at the mill.
    4. Baker mixing the flour, yeast, fat and milk together and kneading the dough.
    5. Bread going into the ovens to be baked.
    6. Bread being sliced and wrapped.
    7. Trucks bring bread to store.
    8. Mothers buying "enriched" bread.
    9. Children eating bread.

27. Have students do a bulletin board on transporting vehicles. Discuss that everything we see, touch, and eat is transported in some manner.

26. Pursel, Marjoris. Where We Get Our Food. National Dairy Council, Chicago, IL 60606.

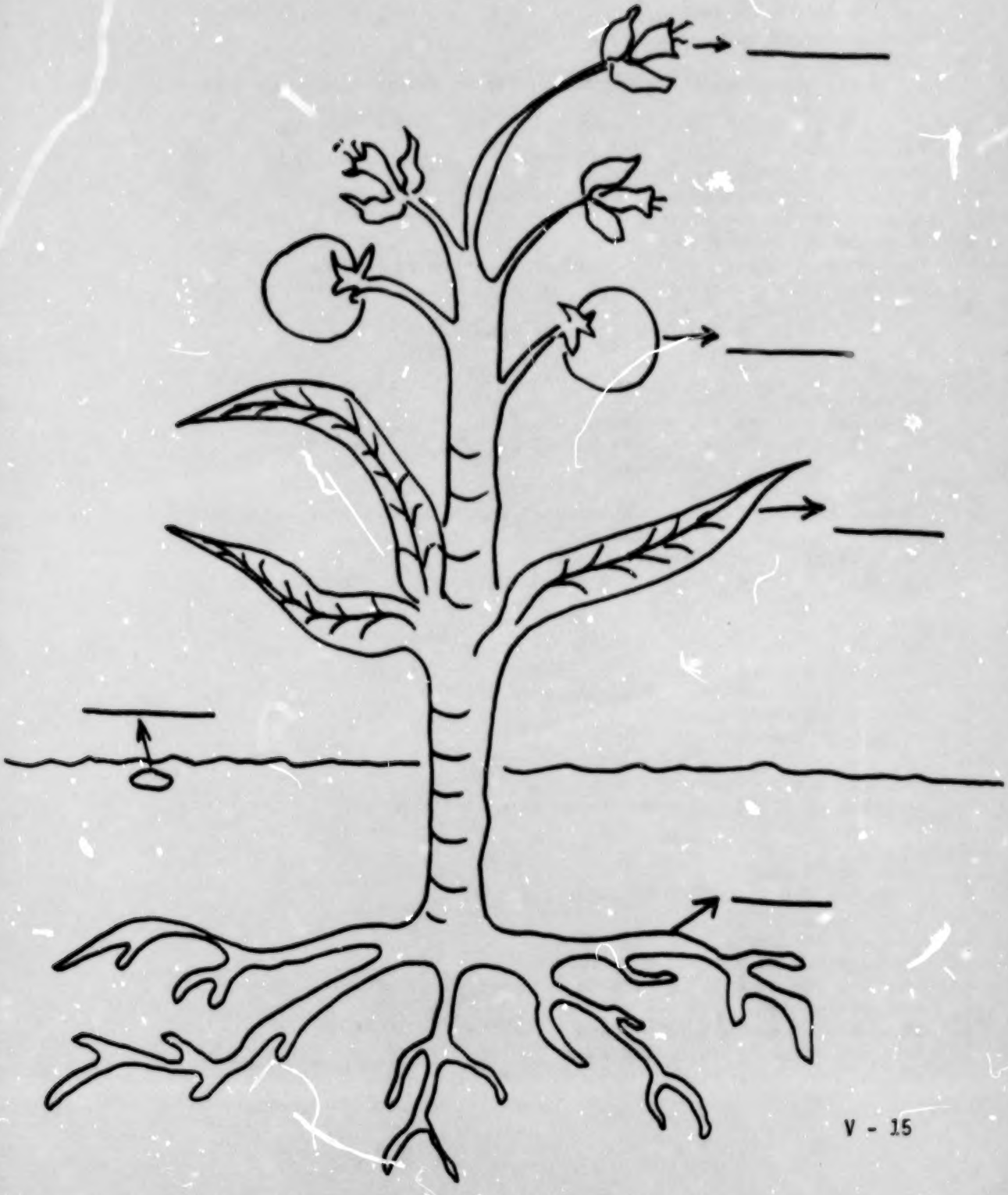
Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teachers Resources
28. Read and discuss What Will I Be From A to Z.	28. Gelb, Donald L., What Will I Be From A to Z. National Dairy Council, Chicago, IL 60606.
29. Have students study More Milk Please book and Ice Cream For You And Me and posters. Have them construct a mural illustrating the steps in the processing of milk. Begin by having students name and discuss each step in the processing of milk. a. Dairy cows use grass and grain to make milk. b. Cows are milked twice a day, and warm milk from the cow is pumped into refrigerated tanks. c. Refrigerated tank trucks carry milk from farms to dairy plants. d. At the dairy plant, milk is pasteurized and homogenized for drinking or for use in making other dairy foods from the dairy plant to stores and homes. f. We drink milk at meal time. Assign one processing step to each of several small groups. Have the group determine how to depict their step on the mural. After class discussion of their idea, each group will construct its step of the mural. Make a group of cards, each naming a step in the processing of milk.	29. Pursel, Marjorie. More Milk Please, National Dairy Council, Chicago, IL 60606. Bernthal, Eugenia. Ice Cream For You and Me, National Dairy Council, Chicago, IL 60606.

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teachers Resources
Have each student select one and stand in front of the illustration of that step as portrayed on the mural. The class will decide if he has selected the right illustration.	

Label the parts of the plant below:



V - 15

GENERAL STEPS IN THE PROCESSING OF:

A. Frozen Foods
1. Harvest produce
2. Transport produce to processing plant
3. Produce is inspected, sorted and washed
4. Produce is usually blanched
5. Produce is cooled
6. Produce is placed in boxes
7. Machines close and label boxes
8. Boxes are frozen
9. Boxes of frozen produce are transported to stores in refrigerated trucks

B. Canned Foods
1. Harvest produce
2. Transport produce to processing plant
3. Produce is inspected, sorted and washed
4. Produce is placed in cans
5. Lids are put on the cans
6. Cans move on conveyor belts through steam to cook produce
7. Cans are rapidly cooled
8. Cans are sorted, labeled and boxed
9. Canned produce is transported to the store

C. Freeze-dried Foods
1. Harvest produce
2. Transport produce to processing plant
3. Produce is inspected, sorted and washed
4. Produce is usually pre-cooked
5. Produce is rapidly frozen
6. Produce is placed in vacuum chambers where the water is taken out
7. Produce is placed in packages
8. Packages are labeled and boxed
9. Packages of freeze-dried food are transported to the store

D. Dried Foods
1. Harvest produce
2. Transport produce to processing plant
3. Produce is inspected, sorted and washed
4. Produce may be blanched
5. Produce is dehydrated
6. Produce is placed in packages
7. Packages are sorted, labeled and boxed
8. Packages of dried food are transported to the store

E. Smoked Hams
1. Raise the animal
2. Transport the animal to processing plant
3. Hams are trimmed
4. Hams are hung on a monorail
5. Hams are put in a smoke oven room
6. Hams are cooked until a certain internal temperature is reached
7. Hams are cooled
8. Hams are placed in labeled cans
9. Hams are transported to the store

Concept V	Food production and sanitation affects food quality
Sub-Concept C	Recognize that clean food is necessary for safety. Be aware of peer pressure on selecting a place to eat.
Learner Outcome	1) Students will learn how certain bacteria are harmful. 2) Students will learn proper techniques of cleaning food and hands.
Behavioral Objective	Student will keep himself, cooking equipment and cooking surfaces and food clean while preparing food.
Measurement	Student will be able to list ways food is contaminated and ways to keep this from happening.

Learning Activities	Teachers Resources
1. Class will visit lunch room to look at equipment and have workers tell how they keep food sanitary.	1. Lunch room visit
2. School nurse will visit to talk about personal cleanliness and home preparation rules.	2. School Health Nurse
3. Have students study Background Information about "Food Poisoning".	3. Fordyce Public Schools Resource Activity V-C-3

BACKGROUND INFORMATION

N.E.T.P. - FORDYCE PUBLIC SCHOOLS
FORDYCE, ARKANSAS

Food poisoning occurs when germs invade food. It can be controlled through good sanitary work habits and proper cooking methods.

Four of the most common types of food poisoning:

1. Salmonella food poisoning causes nausea, vomiting, fever, cramps, diarrhea, headache within one day of eating contaminated food. The bacteria are commonly found on raw meat, poultry, fish, eggs and dairy products. It is carried from contaminated food to clean food by dirty hands or contaminated surfaces. Once in the kitchen, they can contaminate other foods. You cannot tell if Salmonella germs are present by looking, smelling or tasting food. They can be destroyed by heat, so all foods should be heated thoroughly to over 140 degrees -- even leftovers!
2. Staphylococcus bacteria are on your skin, nose, throat and on raw meat, spread by way of sneezes, coughs and unclean hands. If you do not wash hands and utensils carefully, you can contaminate food. Moist foods like custards, cream pies, eggs, chicken, tuna, macaroni or potato salad are most often involved in food poisoning by these bacteria. As these foods are prepared you should not touch them any more than necessary. "Staph" forms a poison that cannot be heated away. The poison gives stomach cramps, diarrhea and vomiting.
3. Clostridium Perfringens is found in soil and dust, on food and in intestinal tracts of people and warm-blooded animals. Food which is prepared and left to stand at room temperature for a long time are breeding grounds for these bacteria. Large numbers of these bacteria cause diarrhea and stomach pains. To prevent poisoning, thoroughly cook meats, keep them hot and serve them hot (about 140 degrees F.). Reheat all leftovers, casseroles and gravies thoroughly.
4. Botulism is the most serious type of poisoning. A small amount can kill you! It is rare today, but home-cannedmeat and low-acid canned foods such as beans, beets and corn, prepared by methods other than pressure canning, are breeding grounds. Great care must be taken to use the right temperature in home canning. To guard against botulism, inspect all food containers. Look for signs -- broken, bent or bulging cans, a strange color or unusual order of food. Do not eat canned food with broken or leaky seals. If in doubt -- DO NOT TASTE! A little taste can kill you!

The "danger zone" is between 40 and 140 degrees F. Keeping potentially hazardous foods in this region for several hours promotes growth of bacteria. Above 140 degrees F. kills many bacteria. Most will not grow below 40 degrees F. So keep hot food hot and cold food cold -- stay out of the danger zone.

How food becomes contaminated:

1. Unwashed hands or hands that have even a small infection on them.
2. By droplets from mouth on food when handler has an infected throat.
3. By tasting from a stirring spoon or licking fingers.
4. By improper refrigeration of foods.
5. Dirty clothing, towels, disnes, equipment and floors.
6. Animals and insects in the kitchen.
7. Unwashed fruits and vegetables.
8. Uncovered or spilled foods.

Background Information

Precautions to prevent salmonellosis and staph food poisoning:

1. Thorough scrub cutting boards and knives or other utensils that have been used for handling raw poultry or meat.

2. Do not use previously cracked eggs for cooking.

3. Carefully follow directions on package labels for storing, preparing or serving quick frozen foods.

4. People who have colds, boils or infected cuts should not prepare foods. Avoid sneezing or coughing over foods being prepared or served.

5. Refrigerate leftovers promptly and heat thoroughly before serving.

6. Thaw frozen meats and poultry in refrigerator.

7. Do not stuff poultry the night before cooking.

Picnics pose special hazards; special safety precautions should be taken:

1. It is safer to keep foods cold than to attempt keeping foods hot. If foods, especially meats and poultry, are to be cooked before eating, take them frozen.

2. Take only enough food for the picnic and do not keep leftovers. Leftovers such as potato salad and macaroni salad are hazardous.

CONCEPT VI

EATING IS A BEHAVIORAL ACTIVITY WHICH AFFECT INDIVIDUALS SOCIALLY, EMOTIONALLY AND PHYSIOLOGICALLY

Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally and physiologically.
Sub-Concept A	Recognize manners appropriate for home and school. Practice table manners, good food habits and good citizenship.
Learner Outcome	Students develop an awareness of physiological, economic and environmental, cultural, psychological and sociological factors that will effect food choices.
Behavioral Objective	Understand that there is a relationship between nutritional status and performance, behavior and quality of life.
Measurement	The student will demonstrate that eating is not only satisfaction of a basic physical need, but is a part of social interaction, and family unity by recalling and describing an enjoyable situation and the food present.

Learning Activities	Teachers Resources
1. Use the film, "Good Manners", as an introduction. It features children enjoying various foods with family and friends.	1. Basic textbook: "Your Health and You" -- Laidlaw, 1974. Read pp. 116-118. Film: "Good Manners". From Audio-Visual Services, Arkansas Department of Education, Little Rock, AR 72201.
2. Discuss the 'What We Do Day By Day" study print No. 5; eating with friends at a school lunch, and print No. 10, "Enjoying a Meal With Family". Have each student apply this information by participating in at least one of the suggested learning opportunities.	2. "What We Do Day By Day" -- Study Prints No. 5 and No. 10. From Dairy Council. Bulletin board in the classroom consisting of the basic food groups. "Your Food and You".
3. Let's have a party. Have students plan a class party using foods. A holiday, like St. Valentine's Day, might be a good theme. After the party, ask the students to recall the event and the foods eaten and draw a picture that reflects "food is fun".	3. Table cloth, flat ware and centerpiece. Restaurant Menu Tasting experience recipe:

Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally and physiologically.
Sub-Concept A	Recognize manners appropriate for home and school. Practice table manners, good food habits and good citizenship.

Learning Activities	Teachers Resources

Have each student explain his drawing to the class.

4. A picnic is fun. Have the students plan a picnic on the school playground. In planning, students need to consider all the details for food, games, decorations, guests and location. Each student should bring a sack lunch from home. For the meal, divide the students into small "family groups". Students will decide who will act as the parents, grandparents and children. Have each student draw a picture of what he thinks the picnic will look like.

5. Place children into groups of four. They will set a table with a very simple decoration. They will demonstrate the proper use of eating utensils, good manners and social grace while pretending to eat. Each child will show that he can demonstrate pleasant behavior at mealtimes.

6. Children can discuss how they should act in the school cafeteria, on a picnic, in a restaurant, and at a family dinner.

Rice Casserole
1/2 cup instant rice
1-1/2 tbs. butter
1 beef bouillon cube
1/2 cup cheese
Plastic spoons, 1 for each student
Paper tasting cups, 1 for each student
Cook and serve.

Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally and physiologically.
Sub-Concept A	Recognize manners appropriate for home and school. Practice table manners, good food habits and good citizenship.

earning Activities	Teachers Resources
7. Using the Rice Casserole menu, the children will demonstrate that they can cook a nutritious dish from rice and cheese and classify all of the ingredients in the dish with the basic food groups. This dish will be a tasting experience for the whole class.	7. Teacher demonstration of proper handwashing.

Student's Name _____

Answer the following questions?

1. Should table manner be different at home, school, in a restaurant or on a picni?

   _____

2. Should we wash our hands before eating? _____ _____

   Why? _____

3. Ca you choose a balanced meal from a restaurant menu? _____

   Show how _____

   _____

   _____

4. Show how you can have a well balanced lunch by eating in the school cafeteria.

   _____

   _____

   _____

5. Name four things that made your party fun while you demonstrated good manners and social grace? _____ _____

   _____ _____

6. Is good manners part of good citizenship? _____

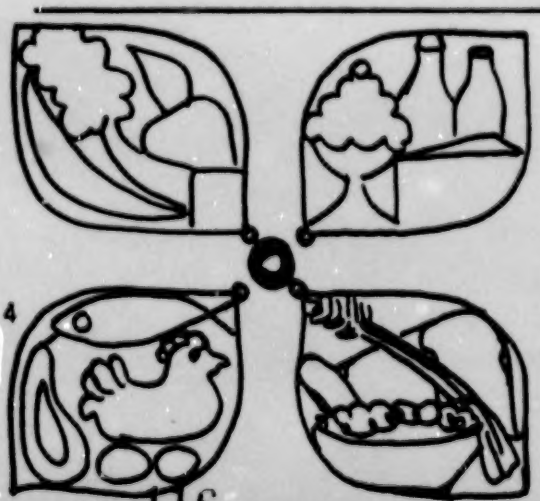
   WHY? _____

7. Were the foods you chose for your activities in agreement with what we have studied in the four basic food groups? _____

8. What are the four food groups? _____

   _____ _____

   _____



Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally and physiologically.
Sub-Concept B	Contribute to the appearance of the school cafeteria.
Learner Outcome	Students understand that attractiveness increases the pleasure of eating experience.
Behavioral Objective	The student participates in the lunch program through personal involvement.
Measurement	Students participation in poster contest.

Learning Activities	Teachers Resources
1. Discuss with the class how the school lunchroom should look. It should be clean, attractive and uncrowded. The atmosphere should be calm and voices should be at a moderate level. Have students visit lunchroom before and after lunch; draw pictures--before and after.	1. Cafeteria
2. Have students make a centerpiece for their table in the cafeteria. Let them carry it to the cafeteria each day. Make new ones when desired.	2. Art materials as needed for projects.
3. Discuss table manners. Be courteous and considerate of others; eat slowly; try at least some of each food; chew with mouth shut; keep area clean; talk softly to neighbor.	3. Cafeteria
4. Let students make a collage from magazine pictures of people eating at home, school, picnic, etc.	4. Magazines
5. Have a school-wide or grade-wide poster contest.	

Student's Name_____

Write a story with the following words included in the story.

lunchroom	attractive	uncrowded
clean	voices	friends
calm	good	
students	happy	

Concept VI	Eating is a behavioral activity which affects individuals socially, emotionally and physiologically.
Sub-Concept C	Make food choices from a menu. Make suggestions on where family can eat away from home. Be aware of peer pressure in selecting a place to eat.
Learner Outcome	Students become aware that psychological factors affect food choices.
Behavioral Objective	Students select foods based on sound nutritional criteria.
Measurement	From sample menus, the student can choose a balanced meal.

Learning Activities	Teachers Resources
1. Discuss family "eating out" adventures with class. Draw pictures of favorite eating establishments. Vote on favorite place to eat and also on the one with more nutritional value.	
2. Have students divide into groups and each group write up their own menus with name of establishment, decor and location. Post these in classroom and discuss why students chose the menu they did. As if one could choose a balanced meal from the selection.	

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SUPPLEMENTARY MATERIALS

CONCEPT CONSONANT

nderline the consonant diagraphs in the following foods.

h, sh, th, wh, ck, ph, gh, ng.

hicken

ish

ork chops

heese

utterscotch

hocolate

herries

rackers

eaches

ickles

adish

quash

hrimp

heat flakes

ingerbread

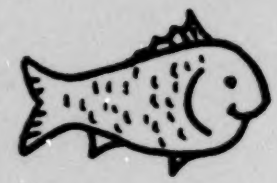
ushrooms

Basic Skills - Reading/Nutrition

ENDING SOUNDS

Circle the letter the picture ends with:

m n w



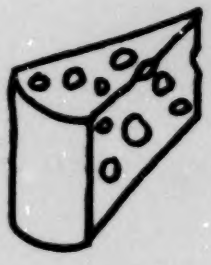
sh ch th

r m t

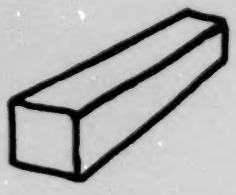
l m t

n k r

k m n



s c k



r t b

k t r

ch sh th

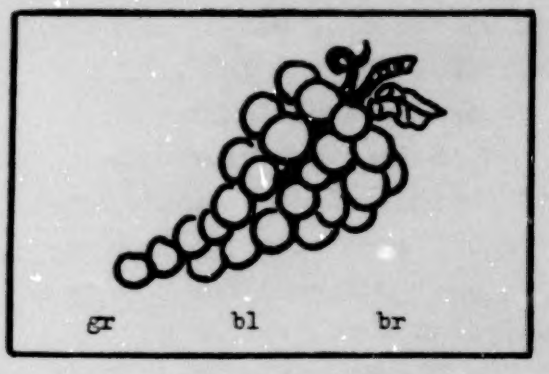
n m k

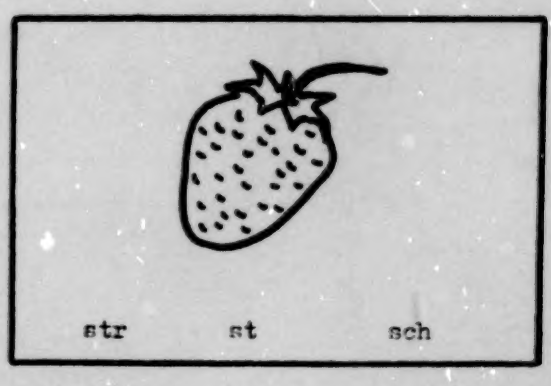
k m l

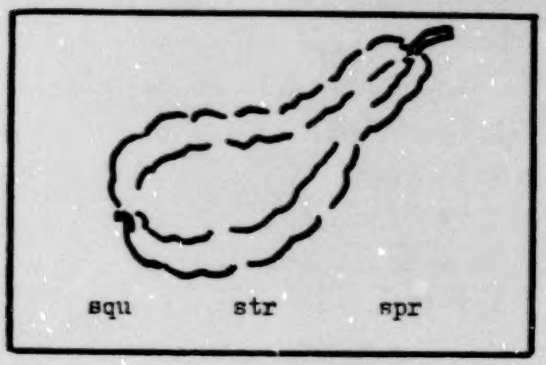
S-R-2

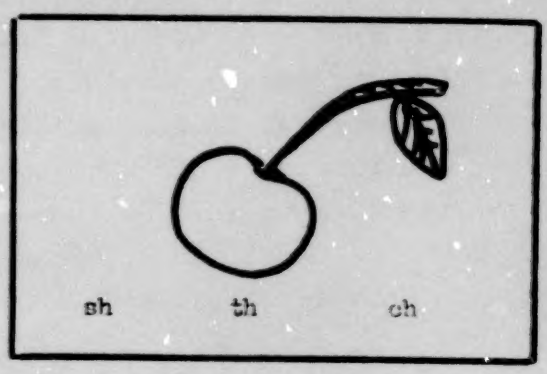
CONSONANT BLENDS

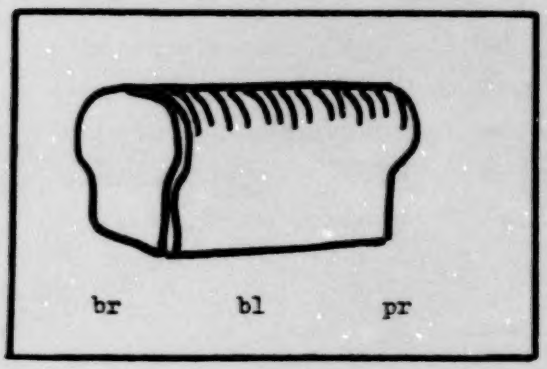
Circle the blend which begins the picture word.

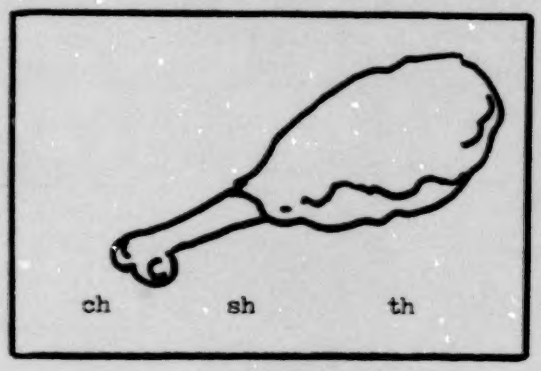












S-R-3

Many of the foods we eat come from other places. The original American foods were those eaten by native American Indians. The other were brought to this country came from people of different cultures who settled here.

Corn was the main food for the Indians. It was ground into cornmeal for baking bread. The Indians had over 40 recipes for preparing corn. We use many of these recipes today. Our cornmeal and grits recipes come from the Indian corn cakes called appones. Our name for hominy grits comes from the Indian word "rockahominy."

Indians who lived in the eastern United States ate wild animals or fish, wild greens, baked pumpkin, and ground nut and cornmeal bread. Maple syrup and sugar were used before brown sugar and molasses were brought here by English settlers. All the explorers and settlers who came to the Americas learned to like the Indian foods. They took samples, seeds, and plants back to Europe with them.

The tortilla is still a common kind of bread in southwestern United Stated. Today, it is often made with wheat flour instead of cornmeal. Many foods are made from tortillas-enchilados, tostados, and tacos.

When the early settlers arrived, clambakes were held in the northeast, persimmon pudding was made in Virginia. Chili and beans were eaten in southwestern United States, Mexico and Latin America. Along the Northwest coast, smoked salmon was part of the regular diet.

Fruits and vegetables were dried in the summer sun and stored for the winter. Meats like venison (deer) and buffalo were cut into strips and dried or salted and smoked. Fish were also dried and smoked.

Have you ever tried any of the foods mentioned here? If so, which ones? If not, would you like to try them?

What do you think is the biggest difference between the way Indians ate and the way your family eats?

S-R/4

Some people believe that eating balanced meals will not help you grow up strong and healthy. The truth is, balance in your diet is one of the most important things you can do to have good health. Healthy children are usually healthy adults and to stay healthy kids need: balanced meals, exercise and plenty of sleep.

1. What the main idea of the story?

2. Tell three things children need for good health.

3. Tell what you believe about good nutrition.

1. freeze
2. slice
3. grate
4. peel
5. boil
6. spread
7. chop
8. can

Write the number of the word beside its definition:

_____ To heat to 212 degrees F or until it bubbles.

_____ To take off the outer covering.

_____ To smooth onto a surface like peanut butter onto bread.

_____ To cut into thin pieces like a cake.

_____ To cut into chunks or pieces with a knife.

_____ A way to preserve foods to keep a long time.

_____ To cut into tiny pieces with a special tool.

_____ To reduce food temperature to 32 degrees or lower.

Breakfast is the most important meal of the day. It gives you energy. You need a fruit or juice, milk or milk product and something from the bread and cereal group each morning.

School and play are much more fun if you have had your morning nutrition.

Answer each question in sentence form.

1. What does the paragraph tell you about breakfast?

2. How many food groups are necessary at breakfast?

3. What is your "morning nutrition?"

Using the World Book, choose one of these topics and read about it. Answer the questions listed below.

Topics:		
	grapefruit	swordfish
	avacado	lobster
	banana	oyster
	tangerine	shrimp

Questions:

1. Where is it produced?

2. What type food is it?

3. What color is it?

4. How does it get to our grocery?

5. What food group does it go in?

6. Would you like it?

asic Skills - Reading/Nutrition

Put these words in alphabetical order:

1. peanuts	1. _____		1. strawberry	1. _____	
2. potato	2. _____		2. steak	2. _____	
3. pineapple	3. _____		3. spaghetti	3. _____	
4. pear	4. _____		4. sweet potato	4. _____	
5. peach	5. _____		5. swiss cheese	5. _____	
1. bread	1. _____		1. grits	1. _____	
2. banana	2. _____		2. grapes	2. _____	
3. broccoli	3. _____		3. grapefruit	3. _____	
4. bologna	4. _____		4. green beans	4. _____	
5. biscuit	5. _____		5. gravy	5. _____	
1. cereal	1. _____		1. tomato	1. _____	
2. corn	2. _____		2. tuna	2. _____	
3. chocolate	3. _____		3. turkey	3. _____	
4. custard	4. _____		4. toast	4. _____	
5. chicken	5. _____		5. taco	5. _____	

ic Skills - Reading/Nutrition

Put these "cooking" words in alphabetical order:

1. peeling	1. _____
2. chopping	2. _____
3. cutting	3. _____
4. boiling	4. _____
5. paring	5. _____
6. dicing	6. _____
7. slicing	7. _____
8. straining	8. _____
9. melting	9. _____
10. freezing	10. _____
11. canning	11. _____
12. salting	12. _____
13. grating	13. _____
14. sauteeing	14. _____
15. smothering	15. _____

Look up sautee, smother, dice, strain and melt. Write the definitions.

S-R-10

Put a "T" by the cooking tools.

Put an "A" by the appliances found in kitchens.

Put a "J" by the jobs cooks do.

_____ can opener

_____ knife

_____ spatula

_____ mixer

_____ peeling

_____ skillet

_____ refrigerator

_____ baking

_____ roasting

_____ cleaning

_____ dish washer

_____ grater

_____ stove

_____ masher

_____ slicing

_____ toaster

_____ spoon

_____ ladle

_____ deep fryer

_____ egg turner

Match the word on the left with its partner on the right:

1. fruit	go power
2. bones	protein
3. energy	groups
4. food	cereals
5. bread	vegetables
6. meat	teeth
7. vitamins	glow foods
8. salad	spaghetti
9. healthy	pudding
10. macaroni	bodies
11. milk	shake
12. chocolate	dressing

Basic Skills - Reading/Nutrition

Add an F by the fruits, a V by the vegetables, M by the meats:

1. chicken _____
2. boiled egg _____
3. apricot _____
4. asparagus _____
5. spinach _____
6. tangerine _____
7. refried beans _____
8. cauliflower _____
9. green salad _____
10. baked potato _____
11. grapes _____
12. pineapple _____
13. fish stick _____
14. watermelon _____
15. peanuts _____
16. raisins _____
17. broccoli _____
18. zucchini _____
19. sausage _____
20. celery _____

Write the number of the phrase which belongs by each sentence.

_____ When mother saw the mess we made cooking, she blew a fuse.

_____ We worked like beavers to clean up.

_____ Mother was pleased with our jim-dandy job.

_____ We ate cake and ice cream like pigs.

_____ Next time we bake a cake, we will keep our eyes peeled for cleaning jobs.

1. a great deal
2. watch out for
3. became angry
4. very good
5. very hard

Divide these words into syllables:

1. pudding _____

2. yogurt _____

3. peanut _____

4. apricots _____

5. celery _____

6. graham _____

7. noodles _____

8. zucchini _____

9. spinach _____

10. tomato _____

Find the root words and underline them:

1. capful
2. spoonful
3. cleanest
4. frozen
5. cooking
6. canned
7. hottest
8. healthy
9. ripest
10. salted
11. freshest
12. tasting

Choose the correct word to fill the blank:

1. The farmer weeded his _____. so they would grow.
   (a) cows (b) vegetables (c) children

2. Bananas grow in the _____,where it is hot and rainy.
   (a) desert (b) tropics (c) artic

3. Peaches, pears and _____grow on trees.
   (a) cherries (b) ham (c) milk

4. Good eating habits help make_____bodies.
   (a) weak (b) scared (c) strong

5. Oranges, lemons and _____are citrus fruits.
   (a) leaves (b) grapefruits (c) meat loaf

6. The orange color in_____is vitamin A.
   (a) carrots (b) grapes (c) turnips

7. Potatoes, turnips and cauliflower are_____vegetables.
   (a) ugly (b) white (c) dirty

8. Bacon, lettuce and _____makes a great sandwich.
   (a) paper (b) plastic (c) tomato

ic Skills - Reading/Nutrition

Fill in the blanks with the correct word:

1. When the pears are_____, they fall off the tree.
   (a) ripe (b) frozen (c) swollen

2. The _____ of the bacon cooking made us hungry.
   (a) smell (b) music (c) jumping

3. Children need to have a good_____.
   (a) tree (b) phone (c) breakfast

4. Good foods make you_____.
   (a) healthy (b) sick (c) angry

5. Milk foods_____you bones and teeth.
   (a) ruin (b) coat (c) build

6. Breads and cereals give you_____.
   (a) rickets (b) freckles (c) energy

7. We_____the popcorn hitting the lid.
   (a) smelled (b) heard (c) wished

8. Good eating habits make_____grow up strong.
   (a) flowers (b) children (c) tables

9. Choosing nutritious snacks is _____.
   (a) important (b) stupid (c) harmful

10. If you have foods from every group your_____
    is balanced.
    (a) see saw (b) tricycle (c) meal

List breakfast words and fill in missing consonant letter:

1. ba___anas
2. oran___es
3. e___g
4. butte___
5. ce___eals
6. ba__on
7. f___uit
8. ri___e
9. ja___
10. jel___y
11. toas___
12. gra___es

Basic Skills - Reading/Nutrition

Use a compound word to fill in each blank, The words you need are in each sentence.

1. I will buy ice and sour cream at the store._____

2. Corn that pops is called_____.

3. John will wear a straw hat to pick berries_____.

4. A sauce is made from a cooked apple._____

5. Bread and corn are good for you._____.

List Breakfast words and mark vowel you hear:

oats

oranges

cereals

eggs

butter

fruit

bread

rice

bacon

jam

jelly

toast

grapes

ok at each group of words below. Match the words with the
ctionary respelling in column B.

A	B	A	B
applesauce	bĕt	egg	grāp
banana	kôrn	grapefruit	pə tā′ tō
beefsteak	bə nan′ə	grape	eg
beet	dāt	rhubarb	skwosh
corn	kan′tl ōp	potato	eg′plant
cantaloupe	bēf′stāk′	squash	rü′bärb
date	ap′əl sôs′	avocado	grāp′ früt
celery	sel′ər ē	eggplant	av′ə kä′dō

List Breakfast words and mark how many syllables:

1. bananas _____
2. orange _____
3. egg _____
4. butter _____
5. cereals _____
6. bacon _____
7. fruit _____
8. bread _____
9. rice _____
10. sausage _____
11. jelly _____
12. jam _____

Basic Skills - Language Arts/Nutrition

Solve the Puzzle

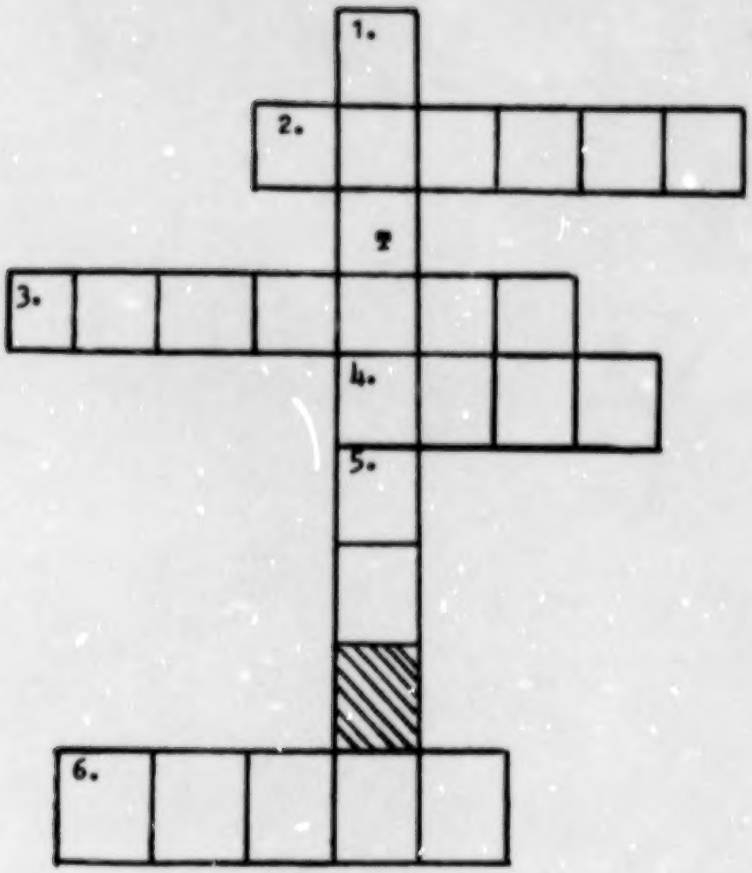
Everyday you need me.
Your body does not keep a supply for you to use when you run and play and leap.

DOWN

1. U __ X Y Y Z
5. Opposite of out

ACROSS

2. Lemons and oranges are _____ fruit.
3. Green leafy vegetable.
4. White liquid
6. Lime j _ _ _ _



ANSWER: (Copy Middle Column)

_ _ _ _ _ _ _ _ ____

S-L-1

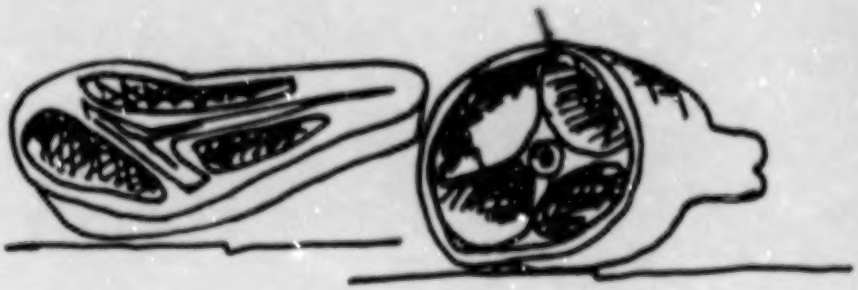
Fill in the missing vowels.

Fruits

1. gr __ p __
2. p __ n __ __ ppl __
3. __ pr __ c __ t
4. pr __ n __
5. w __ t __ rm __ l __ n

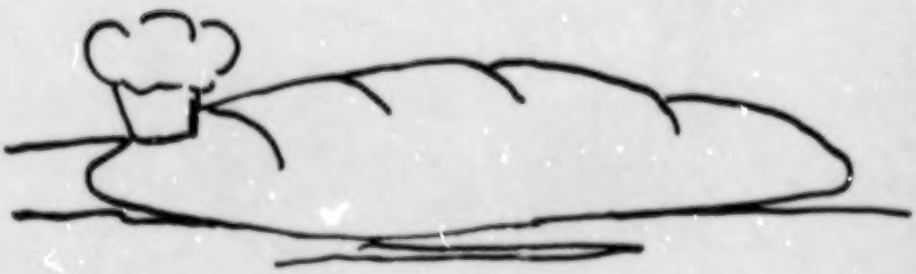
Meat

1. h __ m
2. p __ rk
3. st __ __ k
4. b __ __ f
5. l __ mb



Bread and Cereal

1. r __ ll
2. r __ c __
3. m __ ff __ n
4. c __ rn br __ __ d
5. fr __ nch br __ __ d



Milk

1. b __ tt __ r m __ lk
2. sk __ m m __ lk
3. m __ lk sh __ k __
4. ch __ c __ l __ t __ m __ lk
5. wh __ pp __ng cr __ __ m

S-L-2

Below are five sentences. Read each sentence carefully and write a paragraph using the sentences in correct order.

MY FAVORITE FRUIT

Strawberries are their favorite fruit.

John and Kate live on a farm.

Picking berries is the job John and Kate like best.

Their father grows many of the things they eat.

Everyone, including the children, have chores to do.

Put these words in alphabetical order.

food _____

protein _____

fat _____

diet _____

fruit _____

cereal _____

meat _____

nutrition _____

bread _____

vegetables _____

milk _____

starch _____

sugar _____

celery _____

carbohydrate _____

Basic Skills - Language Arts/Nutrition

In the blank beside the sentence tell whether the underlined word is a noun, verb, or an adjective.

1. The apple is the <u>smallest</u> one on the tree. _____
2. How many peaches <u>are</u> in the basket? _____
3. <u>Lois</u> has ten bananas in the bucket. _____
4. Three big dogs always <u>bark</u> at the milk man. _____
5. Where <u>are</u> those plums? _____
6. My brother <u>ate</u> all his cereal. _____
7. The <u>fuzzy</u> peach fell from the tree. _____
8. How many <u>peanuts</u> do we need for the cookies? _____
9. Cheese <u>is</u> a good snack. _____
10. The <u>cold</u> milk tastes good. _____

Basic Skills - Language Arts/Nutrition

Draw a line between the syllables:

biscuit

chicken

herring

pineapple

cantaloupe

cabbage

pumpkin

soybean

lettuce

cucumber

carrots

muskmelon

peanut

onion

eggplant

coconut

bacon

lemon

cherries

mustard

pepper

broccoli

celery

potato

grapefruit

apple

orange

Basic Skills - Language Arts/Nutrition

Use 3 adjectives to describe this food.

Orange

_____

_____

_____

Plum

_____

_____

_____

Lemon

_____

_____

_____

Zucchini

_____

_____

_____

Raisin

_____

_____

_____

Peanut

_____

_____

_____

Carrot

_____

_____

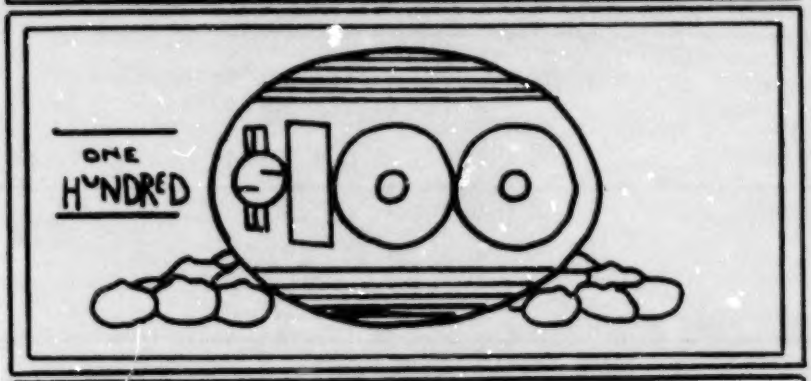
_____

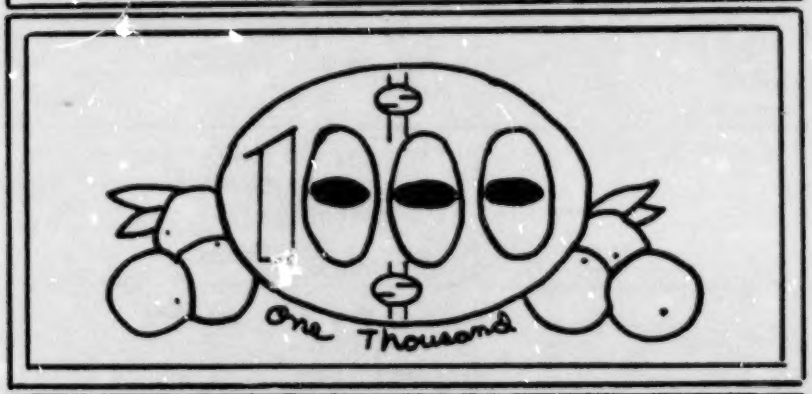
Lettuce

_____

TEN
$10

fifty
$50


ONE
HUNDRED
100


1000
One Thousand

FIVE
Hundred
$500

Basic Skills - Math/Nutrition

STUDENTS	COST OF LUNCH
John	Pizza Tossed Salad Blackeyed Peas Fruit Cup Milk 75¢
Mary	Chicken Fried Steak Buttered Green Beans Cole Slaw Peach Half / Milk 85¢
Sue	Potato Chips Candy Bar Hostess Cup Cake Milk 50¢
Jennifer	Hamburger French Fries Lettuce and Tomato Milk 80¢
Pat	Taco with cheese, meat lettuce, tomatoes Apple Cobbler Milk 55¢
Jerry	Corn Dog with mustard Green Beans Potato Salad Peach Slice Milk 65¢

1. Whose lunch cost the most? _____
2. Whose lunch cost least? _____
3. Who spent less than 54¢ _____
4. Who spent more than 84¢ _____
5. Who did not have a balanced meal? _____
6. A Well balanced meal consists of the _____ basic food groups

MULTIPLICATION

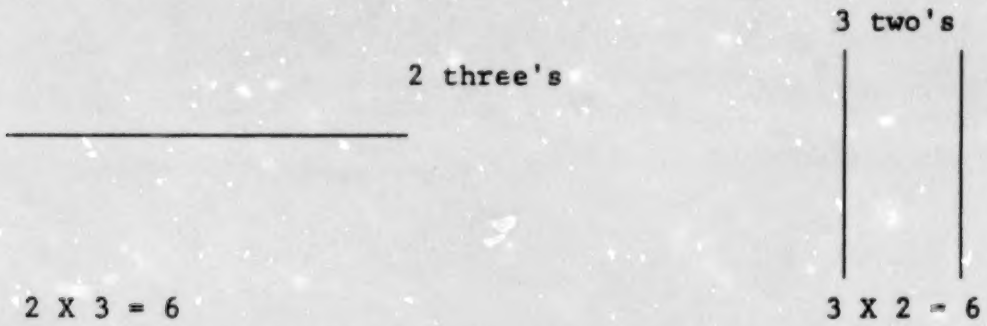
Place six picture cards of fruit from the Fruit and Vegetable Group (Dairy Council Kit) on the chalk ledge. Arrange them by two's. Ask the students how many books there are. Write the multiplication 3 X 2 = 6. Discuss nutrients and calories of fruits and vegetables.

Now arrange the six cards by three's. Ask how many pictures there are. Write the multiplication 2 X 3 = 6.

Emphasize the fact that 3 two's (3 X 2) and 2 three's (2 X 3) are the same number. Repeat with 10 picture cards of vegetables from the Dairy Council Kit, showing 2 five's (2 X 5) and 5 two's (5 X 2).

Order.

We can think of 6 as 2 three's or 3 two's.



Multiply:

1.	4 two's =	4 X 2 =
2.	2 four's =	2 X 4 =
3.	2 five's =	2 X 5 =
4.	3 four's =	4 X 3 =
5.	2 three's =	3 X 2 =

Attached Sheet

STUDY THE PICTURE GRAPH TO FIND ANSWERES FOR THE QUESTIONS.

1. Which fruit is the favorite of most of the girls and boys?_____
2. Which fruit is the least liked by the students?_____
3. How many like bananas?_____
4. How many like apples?_____
5. Do more students like oranges or peaches?_____
   How many more?_____
6. Was there any fruit no one liked?_____
7. Which fruit is your favorite?_____
8. How many students are in this class?_____

GRAPHS/CHARTS

OBJECTIVE: Obtain information from a picture graph.

Teaching the lesson:

** On a large piece of cardboard, prepare a wall chart like this to use for making a picture graph. The evenly spaced X's will help students make a neat graph.

	OUR FAVORITE FRUIT
Apple	X X X X X X X X X X X
Orange	X X X X X X X X X X X
Banana	X X X X X X X X X X X
Peach	X X X X X X X X X X X
Grapes	X X X X X X X X X X X
Others	X X X X X X X X X X X

** Have each student draw, color, cut out his/her favorite fruit. Have each one tape picture on X of appropriate row, working from left to right.

** ATTACHED:

See T. 20-Houghton-Mifflin Math Series-Grade 3

Basic Skills - Math/Nutrition

You have 75¢ to spend for a balanced meal. List food you choose and the cost of each. Add to see if you have spent 75¢ If less, find how much money is left and write in blank.

Milk 11¢	Hamburger 45¢	Candy 10¢
Soup 25¢	Apple 10¢	Orange 10¢
Cookies 6¢	Hot Dog 30¢	Orange Juice 15¢

WORK SAMPLE

_____

_____

_____

_____

_____

Directions:

All cost 10¢

All

cost 5¢

All cost 3¢

Draw How Many Items You Would Buy For Each Amount:

18¢	13¢	15¢
33¢	8¢	11¢

S-M-7

Your have 75¢ to spend for a balanced lunch. List foods you choose and the cost of each. Add to see if you have spent 75¢. If less, find how much money is left and write in blank.

11¢

Milk

45¢

Hamburger

10¢

Candy

25¢

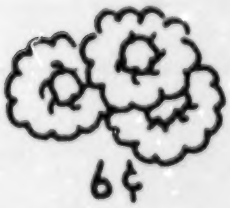
Soup

10¢

Apple

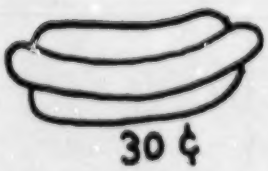
10¢

Orange



6¢

Cookies



30¢

Hot Dog

15¢

Orange Juice

WORK SPACE

We can measure lengths with centimeters. One centimeter (cm)
is this long ⟷ (1cm)

1. This is _____ centimeters long.

2. This is _____ centimeters long.

3. This is _____ centimeters long.

4. This is _____ centimeters long.

Write the names of the food under each food.

Lesson Plan - Problem Solving

STUDENTS	COST OF LUNCH	
Gerry	Corn dog with mustard Green Beans Potato salad Milk - sliced peach	65¢
John	Milk Pizza - Tossed Salad Blackeyed peas Fuuit cup	75¢
Mary	Milk Chicken Fried Steak Buttered Green Beans Cole Slaw - Peach half	85¢
Sue	Potato Chips Candy Bar Hostess Cup Cake Milk	50¢
Jennifer	Milk Hamburger Lettuce and Tomato French Fries	80¢
Pat	Milk Tacos with cheese, meat lettuce and tomatoes Apple cobbler	55¢

1. Whose lunch cost most?_____
2. Whose lunch cost least?_____
3. Who spent less than 54¢?_____
4. Who spent more than 84¢?_____
5. Who did not have a balanced meal?_____
6. A well balanced meal consists of the _____ basic

S-M-10

Place six picture cards from the Fruit and Vegetable Group (Dairy Council Kit) on the chalk ledge. Arrange them by twos. Ask the students how many cards there are. Write the multiplication 3 X 2 = 6. Discuss nutrients and calories of Fruits and Vegetables.

Now arrange the six cards by threes. Ask how many pictures there are. Write the multiplication 2 X 3 = 6.

Emphasize the fact that 3 twos (3 X 2) and 2 threes (2 X 3) are the same number. Repeat with 10 picture cards of vegetables from the Dairy Council Kit, showing 2 fives (2 X 5) and 5 twos (5 X 2).

Order

We can think of 6 as 2 threes or 3 twos.

2 threes	3 twos
2 X 3 = 6	3 X 2 = 6

Multiply

1. 4 twos =	2. 4 X 2 =
3. 2 fours =	4. 2 X 4 =
5. 2 fives =	6. 5 X 2 =
7. 3 fours =	8. 4 X 3 =
9. 2 threes =	10. 3 X 2 =

Susie, Ben and Keith had a lemonade stand. They sold lemonade nd orange juice. Orange juice sold for 8¢ a cup. Lemonade cost 5¢ cup. They called their stand "The Vitamin C Store."

Can you help them figure their earnings?

. The group spent 69¢ for orange juice and 59¢ for lemonade. How much did they buy?

. Mary sold 3 cups of orange juice and 6 cups of lemonade. How much did Mary sell?

. Ben sold 8 cups of juice and 4 cups of lemonade. How much did Ben sell?

. Keith sold 6 cups of orange juice and 5 cups of lemonade. How much did Keith sell?

. How much money did they make altogether?

. The group must subrtact the amount they spent for supplies (from problem 1) from the amount they made (problem 5). The remainder is their profit. How much profit did they have?

Basic Skills - Science/Nutrition

EAT A BALANACED BREAKFAST

Make four well balanced breakfast menus using as many foods as possible.

	MENU 1	MENU 2	MENU 3	MENU 4
Milk				
Fruit or Juice				
Bread or Cereal				
Meat				
Other				

Be sure you get Vitamin C at Every Breakfast.

List Foods Which Contain These Vitamins

VITAMIN A	VITAMIN D	VITAMIN E	VITAMIN C	VITAMIN B	VITAMIN K	

Basic Skills - Science/Nutrition

Put a check mark __X__ under the source of the following foods. Some foods may contain more than one mineral.

	iron	calcium	iodine
milk			
orange juice			
fish			
eggs			
sea foods			
oysters			
dried fruits			
bread			
dark green leafy vegetables			
liver			
chicken			
iodized salt			
dried beans and peas			

Basic Skills - Science/Nutrition

THE SEASONS

Foods grown in our area:

Strawberries	Pumpkin
Cucumbers	Onions
Watermelons	Carrots
Potatoes	Greens
Cauliflower	Squash
Tomatoes	Pinto Beans
Radishes	Plums
Beets	Okra
Peas	Lettuce
Brussel Sprouts	Corn
Peaches	Grapes

Classify: Write the name of each food under the correct season of the year.

SPRING	SUMMER	FALL	WINTER

Social Studies/Nutrition

CULTURE IN THE KITCHEN

Today, Americans eat many kinds of foods. We are lucky that people from many different cultures came to this country. They brought their native customs and their cultural food dishes.

While native American Indians were raising turkeys and geese, chickens were raised for meat and eggs in southeast Asia. Chickens arrived in Egypt about the 15th century B.C. Then they spread all over Europe before coming to the United States.

In the 1600's the English and Dutch brought cows to America. Then milk, butter, cheese and eventually ice cream became available. In the 1700's the potato became popular in America with the arrival of the Irish.

Afro-Americans added new foods and recipes to the American menu. They introduced okra, a vegetable used to thicken soups and stews. These were served with rice. Africans were also used to eating lots of sweet potatoes.

German Immigrants introduced sweet and sour foods to this country. Two foods, still very popular in this country, are named after the German cities, Frankfurt and Hamburg (frankfurter or weiner and the hamburger).

The Swedish and Danish settlers introduced Smorgasbords. These are buffets of fancy open-faced sandwiches, fish and rye breads.

Hungarian, Polish and Czech immigrants increased the variety of foods with goulashes (stews), pastrami, and other spicy foods.

Are most of the foods mentioned in this chapter available in your community? List those which are and those which are not.

Social Studies/Nutrition

Farmland Food in America

Soil and weather determine which crops can be grown in which area of the nation. For example, citrus fruits require a long warm growing season. They are grown in Florida, Texas, Arizona, and California. In northern climates, the trees would freeze before producing oranges or grapefruit.

People in the North can grow fresh vegetables only during the summer. In some warm southern states, vegetables can be grown year-round. Modern processing and transportation make them available to people in the North.

Most of the nation's wheat is grown in the Great Plains states. They have a short, frost-free growing season.

The corn-Belt states have the largest area of fertile soil of any crop producing area of the world. Corn, the main crop, is eaten by most Americans. It is also fed to meat-producing animals and is included in the feed of dairy cows--in addition to grass and hay.

In the Northeast, Northwest, and around the Wisconsin areas, the growing season is short. Grass and hay grow well on the fertile and hilly land. Here there are many dairy farmers.

The United States has good food-producing abilities because of good soil and climate. Skilled farmers use modern farming equipment. There are many forms of transportation to take foods to market.

FARMLAND FOOD IN AMERICA:
On the map below, divide the United States into regions described above. Place a "+" or"-" in each region to show whether it is good farm land. Also write the main crops in each area.

S-SS-2

Social Studies/Nutrition

Americans Adopt Foreign Foods!

This is a list of some of the foods that make up our American Food Mosaic. People were eating most of these foods before America was discovered. Many of these foods were brought here by Europeans and African slaves. The numbers next to some of the foods show how long a food has been eaten in that area. Put a check next to the foods you particularly like. Can you make a meal out of the items that would include the four food groups?

_____ Apple -Russia (2 kinds in America)

_____ Asparagus - Italy (2,000 years)

_____ Banana - East Indies, Malaysia

_____ Beans - Africa, Asia, Americas (Americas,9,000 years)

_____ Butter - India, Asia Minor (3,000 years)

_____ Cheese - Near East (8,000 years), 2,000 years as a common food

_____ Chili Peppers - Americas

_____ Beef - Europe (8,000 years)

_____ Beets - Mediterranean and Atlantic Coasts of Europe

_____ Cabbage - Mediterranean region (4,000 years)

_____ Canteloupe - Asia Africa

_____ Carrots - Middle East

_____ Celery - Americas, Africa, Asia, Europe

_____ Chicken - India (5,000 years)

_____ Chocolate - Americas

_____ Egg - India (6,000 years)

_____ Eggplant - India (4,000 years)

_____ Grapefruit - West Indies

_____ Grapes

_____ Lamb - Europe, Middle Asia (prehistoric)

_____ Lettuce - Europe, Asia (2,550 years)

_____ Macaroni - Italy, North Africa

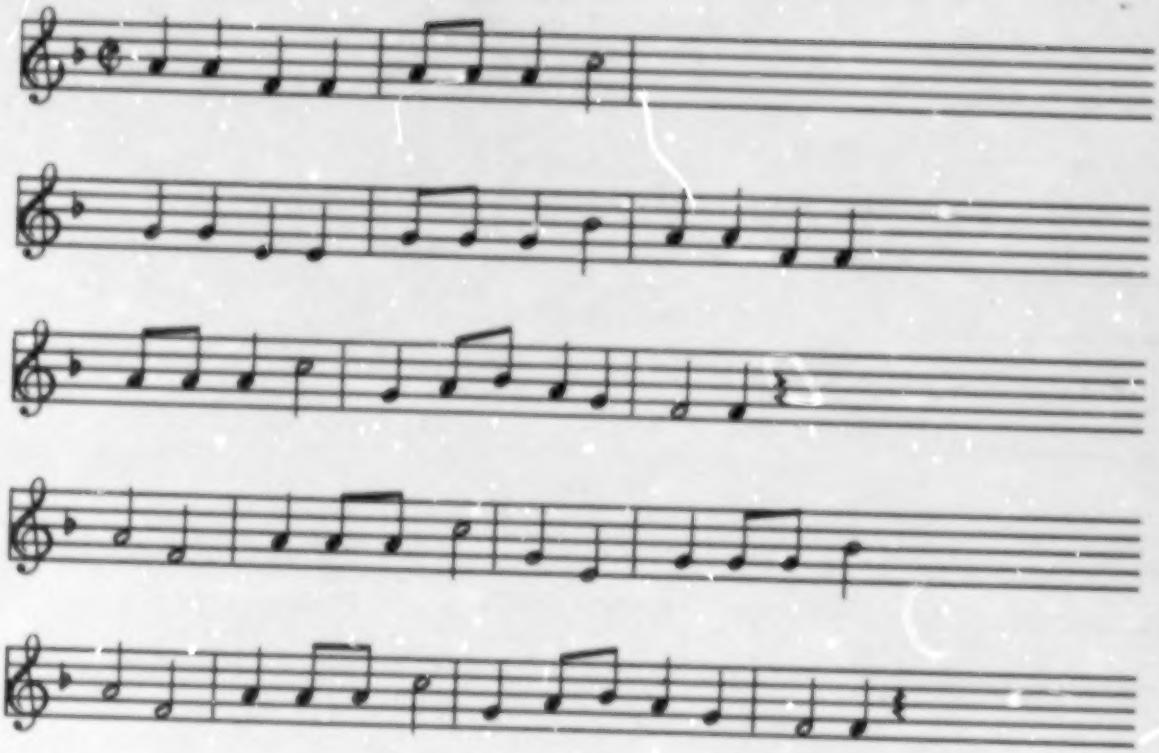
_____ Okra - Africa

_____ Onions - West Asia, Africa

_____ Orange - Southeast Asia

S-SS-3

Vitamin Song



(1) Carrots have lots of Vitamin A
Yo help me see when I work and play
I eat my bread because I know
Vitamin B will help me grow.

(2) Orange juice has Vitamin C
I drink it 'cause it's good for me
Vitamin D is also fine
I get it from the bright sunshine.

(3) When I can't play in the bright sunshine
For my Vitamin D so fine
Vitamin pills are not for me
'Cause my milk has added Vitamin D.

(4) Vitamins A B C & D
Are all good for you & me.
They will keep me strong & well
If I eat my food at every meal.

A B C D Energy

Cereal Institute Inc.

Words on following page.

A B C D ENERGY

A B C D Energy!
That's what good food gives to me.
I eat breakfast ev'ry day
For energy to work and play.

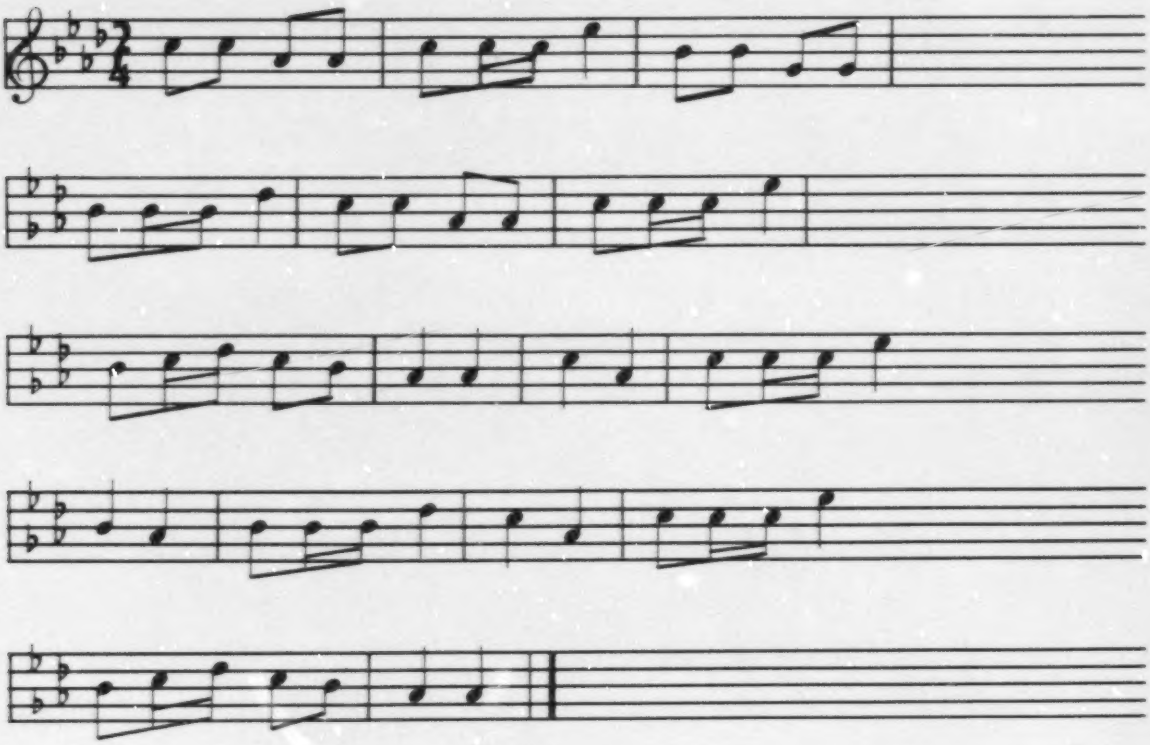
Pow-Pow-Power Energy!
Be as strong as you can be!
Good food at breakfast what a treat
For energy in the morning it can't be beat

Jump! Jump! Jump!
Run! Run! Run!
Have a day of happy fun!

Jump! Jump! Jump!
Spin! Spin! Spin!
Fix your breakfast and dig...right...in!

Favorite Food Song

Words by Dianne Pickett



We have to eat, so we might as well eat
Some food we think is a special treat,
_____'s my choice. It can't be beat,
So serve it every Sunday.

2nd time--so serve it every Monday.

3rd time--so serve it every Tuesday, and so on through the week.

(When a verse for a day is sung, let one child name a favorite food to fill the blank.)

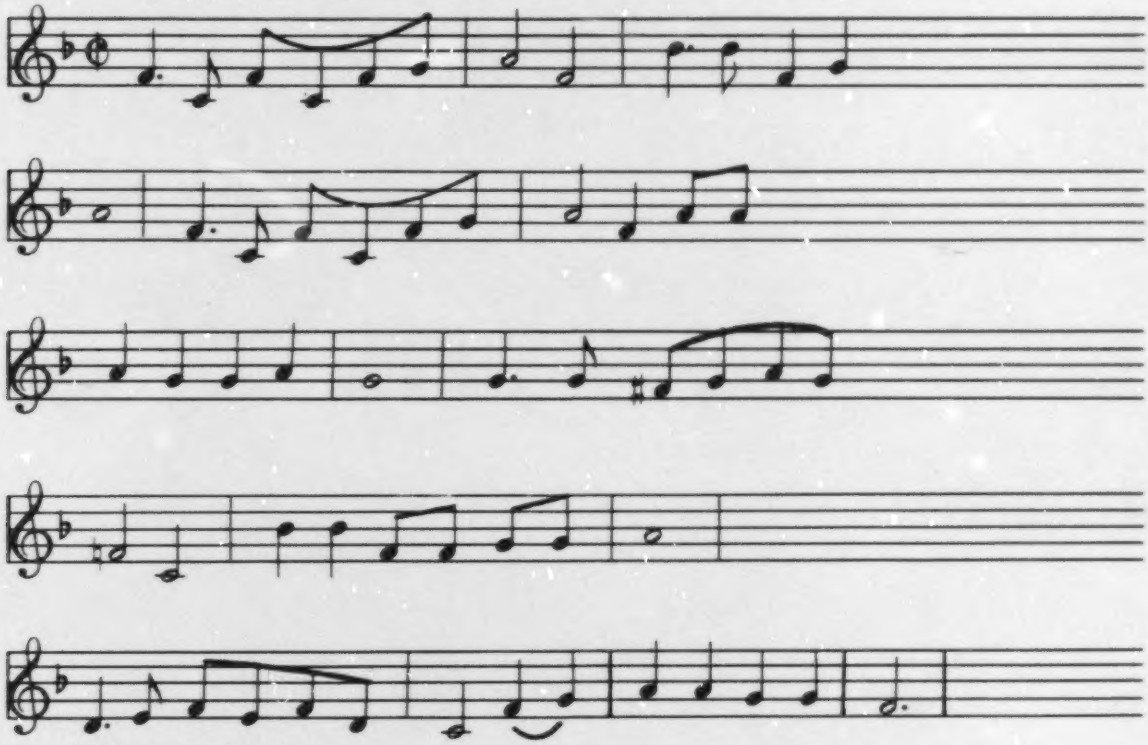
The Healthy Food

Words by Dianne Pickett

I love to eat nu-tri-tious food. It is so good for me.
And when I eat nu-tri-tious food how healthy I will be.
Bread and cereals. Good, tender meat. Cold, sweet milk.
Then there's good, fresh fruit and vegetables for me.
Can't you see how healthy I will be!

I've Been Working In My Garden

Tune: I've Been Working on the Railroad



I've been working in my garden,
All the live-long day.

I've been workin' in my garden,
Cut'n grass and weeds away.

Can't you see the carrots growing,
Bigger'n better ev'ry morn?

Can't you taste that good fresh cornbread
Made from my own corn?